

2.1 Starting situation and description of problem

2.1.1 General context

With over one billion inhabitants, the African continent is a place of complex, multi-faceted political, social and cultural realities that are rather difficult to summarise. However, one aspect that African economies have in common is the steadily growing demand for qualified labour in a globalised world that is increasingly seeking high-quality products and services. Quantity, quality and the importance of vocational education and training are key driving factors in qualified employment opportunities. This is also reflected in current international discussions on the subject of educational reform: achieving greater relevance by delivering programmes that are oriented towards the labour market; greater effectiveness; more flexible vocational training concepts in order to adapt more easily to the dynamics of the market; improved coordination between key stakeholders; a wider range of services and approaches oriented towards the target groups – taken all together, these aspects are intended to engender greater employability.

In practice, such thinking is negatively influenced by a range of factors. Economic growth is frequently thwarted by population growth rates, which continue to be high in Sub-Saharan Africa at an average of 3.7 per cent (DSW – German Foundation for World Population – data report 2017). With its very young populations, creating skilled jobs therefore remains one of the biggest challenges for African states. The International Labour Organisation (ILO) works on the basis that the number of young people in Sub-Saharan Africa will double by 2050; this in turn will lead to around 10 million new arrivals on the employment market. Poverty is and remains a huge challenge throughout the continent, aggravated by unemployment and a large proportion of low earners. According to estimates from the OECD and ILO, in Sub-Saharan Africa (not including South Africa) only 10 % to 30 % – depending on the country – of those with jobs are employed in the formal sector. According to UNESCO-UNEVOC, 60 % of unemployed people survive on unqualified work in the informal economy. At 72 %, Africa has the highest proportion of precarious work in the world (the average is 41 %). While around the world around 25 % of people earn less than USD 3.10 per day, the number of “working poor” in Sub-Saharan Africa is 60 %. This is primarily due to a large surplus of unskilled workers or skills that are not much in demand on the employment market. A survey of 300 companies in 23 African countries with 400,000 employees presented in the report “EY 2014 Sub-Saharan Africa talent trends and practises survey” revealed that there is a particular shortage of technically qualified vocational training. Universities often provide training that is highly theoretical and lacking in practical relevance. A greater number of technical vocational training programmes are needed in order to supply the economy with skilled African workers. Companies continue to take very little responsibility for training workers and are difficult to engage.

Vocational training is often viewed, in relation to Africa, as a field that produces more job-seekers than real workers. It therefore suffers from a poor image of so-called “blue collar jobs” (Baier d’Orazio 2016); and this image is worsening. It is considered a non-lucrative niche for early school leavers, and young Africans from poor backgrounds have decidedly poor chances of finding a formal position or indeed obtaining a regular wage. At the same time, companies often cannot find suitable employees despite the many job-seekers. For this reason, a precise and regional analysis of local employment markets is necessary for identifying potential employment opportunities and new markets. However, there are major deficiencies in employment market research and employment market information systems in Sub-Saharan Africa. Mobilising substantial resources for vocational training is therefore one of the most urgent tasks required to speed up sustainable development on a human, economic and indeed ecological level (African Economic Outlook 2017). Many experts regard vocational training as a cross-sectional task, also in respect of the SDGs (Goals 1, 4, 8), designed to help poor and marginalised population groups access dignified employment and an income. In

virtually all national development plans and education strategies, therefore, vocational training is described as a driving factor in economic development. However, we must not ignore the fact that numerous states and regions on the African continent suffer from extreme fragility and violent conflicts, presenting major obstacles to development and aggravating poverty. Vocational training can play a key role here, as it can contribute significantly towards economic empowerment and thus to stabilisation and resilience (Wolf and Rudner 2018). The big challenge lies in people fleeing their regions or countries due to crisis. Here too, however, vocational training can support potential returnees through the application of tailored measures (using a holistic approach) and offer prospects for the target groups.

The Salesians of Don Bosco have developed their vocational training services to adapt to each country's respective national requirements; these are therefore largely independent from one another. Often, the range of services is influenced by the origins of the missionaries, who have come to Africa from Italy, Belgium, Spain, France or Germany. Today, it is predominantly African Salesians who are determining the fate of the Order on the continent. Despite numerous activities on the continent, so far there has not been much in the way of exchanging experiences across national borders, and a common strategic approach has been lacking entirely.

With support from Don Bosco Mondo e.V., the Order carried out an evaluation of its vocational training services in Sub-Saharan Africa. The study shows that Don Bosco centres across the continent usually enjoy a comparatively high reputation in the employment world. In addition, graduates boast on average better examination results than their peers from other state and non-state vocational training centres. The Don Bosco graduates quickly find work in many places, particularly in cities that have a certain degree of industry, because they are valued for their social skills as well as their technical qualifications. Personal development is an integral part of the Order's teaching principles. The target group comprises chiefly marginalised young people from poor social strata; to date, the proportion of females has been just 20 % or so. Until now, however, there have not been any standardised statistics on graduation rates for the various centres and training programmes. Furthermore, there is a lack of reliable information on employment rates, as coordinated follow-up studies on graduates are sporadic and not particularly comprehensive. As a rule, only quantitative data is collected; it is extremely difficult to comment on the quality of the work of graduates. Less than 20 % of centres collect information on this. In some centres, the employment rates are up to 90 % depending on the training course, and can also be validated. However, in most cases, only very imprecise estimates are available. Trainees are supported with work/internship placements in just 17 out of 102 vocational training centres.

This is primarily due to minimal experience of establishing long-term partnerships with companies and other stakeholders in vocational training outside of a project framework. As the system is not institutionalised and does not cover all areas, and these activities are only coordinated nationally through Order projects, it has been extremely difficult to ensure strategic collaboration with the private sector and state players. Establishing partnerships with local companies and business associations offers some important prospects. In the past five years, there has been a smattering of new partnerships – for example, with Samsung in Ghana, IVECO in Sudan, Porsche in South Africa and Schneider-Electric in West and East Africa. Such successes were only possible thanks to the efforts of partner NGOs and their advocacy work, among other things. However, it would not be advantageous to rely exclusively on multinationals and their interests. Firstly, local chambers and business associations are important targets. Then, small and medium-sized African businesses in need of skilled workers, and, most of all, the numerous, often informal micro-enterprises situated

locally to Don Bosco centres, which also train apprentices to a large extent. The centres could serve as stabilising pillars of support for these often fragile small businesses.

Very few centres already work in close collaboration with the private sector, be that in relation to developing shared curricula or a "dual system", in relation to employment and work placement opportunities, or in relation to funding. The local and overarching structures of Don Bosco vocational training programmes are rarely able to establish broad, strategically planned and impact-oriented job services. One reason for this is that individual centres do not really exchange any relevant information or experience, so best practices, knowledge and experience are not universally shared or systematised. The recently compiled Quality Handbook – which covers all these challenges – may serve as a good foundation for bolstering the job services aspect; the Handbook was developed as part of the Social Structure Assistance Project (see Section 1.5.) and offers a framework for developing a comprehensive and coordinated approach on a national and local level. It covers aspects of quality, such as the image of vocational training, careers guidance, the market and contacts to companies, job placement, and measuring success. As a holistic guide, it is designed to ensure the quality and efficacy of the Job Services Office and therefore have an impact on employment. As such, the first reliable foundation has been created for this field, and has already attracted the interest of external stakeholders, for example GIZ (German Society for International Cooperation) and UNESCO-UNEVOC.

On a country and regional level, there are numerous stakeholders in Africa's vocational training landscape. There is an acute need for coordination, regulation and quality assurance. Coordination with other organisations, state offices and business is therefore one of the core measures required for developing the social structures of vocational training on a sustainable basis. In general, there is a lack of appropriate capacities for developing enduring dialogue processes and development partnerships with industry and state partners. Don Bosco is therefore predominantly regarded as a well-positioned vocational trainer only on low administrative-state levels (e.g. municipal authorities, counties, provinces). A higher degree of external networking would offer it the chance to become a significant vocational training provider, for example through proactive collaboration with other players or proactively organising their own professional events or campaigns. At the same time, the SDB could counteract the dwindling interest in vocational training among the target group (resulting from the poor image of skilled trades). Another important starting point to consider is how national policies offer influence and support in bolstering the importance of the sector for economic development. Given these conditions, it is hardly possible for the Salesians alone to improve perceptions of vocational training among state and economic players. There have only been a handful of attempts so far, using national work groups, discussions and panels, for example in Kenya. Due to the extremely limited methodical collaboration with business, higher government offices and other stakeholders, Don Bosco has not been able to contribute systematically to the further development of vocational training structures in the sense of establishing strategic and regulatory foundations in Africa. Therefore, capacity development and the initiation of dialogue processes are of particular interest to Don Bosco's vocational training. Internal effects could also be bolstered by taking a more outward-looking approach. Special, institutionalised opportunities for taking part in professional events or further training programmes for SDB vocational training staff are rare, although they are a way of creating multipliers who can understand and share the latest technical and educational trends in the sector.

This is also reflected on the technical side. A significant majority of centres have been around since the 1980s and 1990s. Since that time, they have offered the same, mostly traditional training courses: wood and metalworking, electrician work, vehicle mechanics, bricklaying. The opportunity

to specialise or to participate in new training courses is only available in very few cases, as a result of local factors. Trainees still succeed in finding a job, but quantity and quality are not monitored or scaled. Training courses are becoming less relevant and of a lower quality, mainly due to old equipment, crumbling infrastructure and little knowledge of the requirements and demands of a dynamically shifting employment market. The facilities themselves must adapt their services to meet economic demand; they must develop their curricula; quality their trainees; and modernise their buildings and furnishings. As described above, a precise and regional analysis of local employment markets and sought-after competencies would be needed in order to identify potential employment opportunities and new markets, and consequently to draw up strategies for developing their own services in an employment-oriented manner. However, there are still major gaps among the Salesians in terms of employment market research. A better understanding of the market concept is indispensable for this. The Salesian perspective of the employment market is rather limited to the formal sector and wage labour; their perspective of the informal sector is prejudiced and therefore gains very little consideration. An initial step has already been called for here: to train staff to observe the employment market and interpret the data, and carry out studies in 26 countries. In future, these studies will form the vital initial foundation for reworking Salesian vocational training, and for ensuring a planned, systematised approach. Not to mention generating a better understanding of the employment market as a whole.

Despite its huge wealth of resources, the **Democratic Republic of Congo** currently ranks 176 out of 188 on the United Nations' Human Development Index. Agriculture is the country's most important economic sector, with over 70 % of people working in it and contributing a considerable share to the GDP. Most Congolese live largely as subsistence farmers in rural areas. With an average age of 18.4 years, the society is very young; population growth is 2.42 %; the fertility rate is four to five children per woman. Due to the demographic and social challenges, vocational training is viewed as the key to further development in the country, and emphasised accordingly in the Plan National Stratégique de Développement, in the strategy papers for reducing poverty. The education system in the Democratic Republic of Congo is coordinated by three different ministries, but is, as a whole, not much promoted by the state. Despite high enrolment rates, many Congolese do not have any formal educational qualifications to date. The drop-out rate is almost 45 % in primary schools alone. Only one quarter or so of the population has secondary education, but did not necessarily finish their schooling. The country's literacy rate is just 77 % or so. A very small percentage of post-primary enrolments are allotted to the vocational training sector. However, there are no reliable statistics on this. The most important reasons for this are: poverty, inadequate infrastructures particularly in rural areas, and the poor quality of education. This bleak educational situation is a vicious cycle that offers very few routes out of poverty. Particularly in rural areas, there is a need for employment-oriented further and advanced training that will sharpen professional and social skills in order to enable people to gain a secure income in and outside of agriculture. An employment market study conducted by the Salesians showed that bricklaying and concrete work, as well as electricians, are among the country's growth industries, and skilled workers are urgently required. Don Bosco provides training in these professions in the capital Kinshasa as well as in the city of Tshikapa in the province of Kasai. The latter is growing as a result of the region's rich resources and the refugees who are settling here from other parts of the country. In order to meet this demand, however, investments must be made in infrastructure and equipment; at present, these do not meet requirements on the employment market or for the curriculum.

After decades of civil war, the livelihoods of millions of people in **South Sudan** are under enormous threat. There is no real industry sector; most people earn a living from agriculture and breeding

cattle. Poverty and a lack of prospects drive people into neighbouring countries, or into the arms of fighting factions. More than two million South Sudanese have fled to neighbouring countries, where they have found refuge with Don Bosco, among others, for example in Uganda or Kenya. The education system has collapsed almost entirely due to inadequate infrastructure, a lack of staff and a lack of financial capacities. As one of the few providers, Don Bosco in particular plays a key role in vocational training, as state institutions are barely functioning. Vocational training can have a stabilising effect, but only when integrated approaches also involve the essential stakeholders. However, it is important to give people the skills to ensure their survival. A Don Bosco employment market study for South Sudan revealed that the construction industry is booming, and that bricklayers and concrete workers are urgently needed in the capital of Juba. The existing Don Bosco training centre, however, is at capacity and does not have any training opportunities in bricklaying. To improve young people's professional prospects and chances of gaining an income, it is necessary to construct and fit out a workshop for bricklayers. According to the employment market study, electricians as well as internet and telecommunications will continue to offer a promising future. The existing courses are in hot demand, and can be brought up-to-date by making a small investment in new fittings.

Rwanda is one of the countries in Africa that has made the most successful efforts at reform. It has achieved the goals set out in its Vision 2020, and aims to lead the way regionally above all in information and communications technology. Thanks to its industrial policy, it is now attracting large firms: Volkswagen, for example, has set up a production site here. In order to produce the required skilled workers, Rwanda is making huge efforts in reforming its vocational training policy under the leadership of the Ministry of Education and the Workforce Development Authority. An essential focus is on the service industry, but manual trades are also urgently needed. The cornerstones of the reform include, among other things, improved coordination between various stakeholder approaches including the private sector; improving the image of vocational training; and better equipment for schools and teachers in terms of materials and capacities. However, authoritarian structures that are solidifying themselves and the persistent problems associated with a typical developing country are thwarting these efforts. As a result, the country continues to be characterised by agriculture and extremely dispersed settlement patterns. Innovations and economic development are limited almost exclusively to the capital Kigali. The fragile situation in neighbouring countries considerably restricts trade in the region. Poverty continues to be a big problem in rural areas, and around 60 % of the population is under 26 years of age, so creating jobs outside agriculture is becoming increasingly important. Don Bosco runs a training centre in Rango, in the southern province. The site is located close to Huye, the country's second-largest city. Only five training courses are offered, which have not yet been adapted to meet the new state curricula. This also applies to the infrastructure and the equipment. In particular, the classrooms for the theory lessons are no longer able to meet national standards, as they are built entirely out of wood and are already very old. Constructing new classrooms to keep the training centre running is therefore urgently needed. Of the five training programmes offered, cookery in particular (according to a Don Bosco employment market study) is one of the most enduringly sought-after occupations, particularly in view of growing tourist numbers. In order to meet the state requirements as well as the needs of the employment market, the structures must be renovated and the equipment must be upgraded. It was found that there is still a big need in hairdressing on one hand, and a huge demand among the young people. Thanks to the existing premises, the curriculum should therefore be relaunched at the site, with only a small investment being required for new equipment.

Despite its rich oil reserves, **Chad** depends on budget aid to a large degree. Over 40 % of its young society lives below the poverty line. In addition to the oil business, agriculture is a dominant area; however, climate change is having a negative impact on conditions in the Sahel zone. In the cities, 70 % of jobs are found in the informal sector. There are non-formal basic education opportunities (Éducation de Base Non Formelle), which are supposed to give children over the age of nine certain manual skills. State vocational training is decentralised, and schools are under the control of the respective regional authorities (22 Délégations Régionales de l'Éducation Nationale). This fragmentation makes efficient coordination and resource allocation well-nigh impossible. Improving all aspects of the vocational training system as well as promoting employment are mentioned in the Plan Nationale pour le Développement 2017-2022, but ways to achieve these goals remain somewhat vague. For this reason, Don Bosco has geared its vocational schools in Chad towards the national development strategy; according to the employment market, agriculture is set to remain an important economic sector. A training centre runs in Mandelia, near the capital N'Djamena, where increasing numbers of people from rural areas are beginning to settle due to the situation with Boko Haram. The agricultural training is already highly outdated and the equipment is barely still intact; training places are therefore limited in terms of equipment and infrastructure. A programme of modernisation would see over 50 people trained in cattle breeding and agriculture per year. At the same time, upgrading the mechanics' training would also help to ensure that staff could build or repair their own agricultural equipment.

Malawi's economy largely depends on subsidies from the IMF, World Bank and other donors. Traditionally it is a strongly agricultural country, with around 80 % of people living in rural areas. The weak education system has a negative impact on labour productivity, among other things. Until recently, vocational training did not play much of a role in politics and society. The problems outlined in the National Education Sector Plan run the gamut of challenges that an education system can be faced with – from inadequate infrastructure and underfunding to outmoded educational plans. It should be noted that Malawi does not have a single institute for training vocational teachers; there are only few options for specialisation at universities. The Technical, Entrepreneurial and Vocational Education and Training Authority (TEVETA) is not particularly well-connected with private providers or business, and limits itself to providing partial funding to technical secondary schools in the country. Thus the Don Bosco centre in Lilongwe is one of the best in the country, although the equipment in particular is old and cannot really meet the requirements of the employment market adequately. The requirements of the economy centre on internet and telecommunications technology, metalworking/welding as well as tailoring/fashion design. Necessary investments in ITC training would not only bring about modernisation, but would give 120 students the opportunity to train as Microsoft-certified systems experts. It has also been established that female students studying tailoring and fashion design¹ struggle to hold their own during hands-on internships, as they are trained on outdated equipment. Installing employment market-oriented equipment could counteract this problem. The institute also has a very rudimentary training course in metalworking/welding, although the sector is desperate for skilled workers. Thanks to the existing building infrastructure, the institute has decided to procure the necessary equipment and to develop the training course and upgrade it to meet the state curriculum. An advantage here is that the centre is already connected with suitable companies on the employment market.

Like many Sahel countries, **Burkina Faso** is very rural and depends strongly on the weather. Cotton and gold are its main exports. The official unemployment rate is 77 %, so many people try to survive by diversifying in agriculture and small businesses. Due to widespread poverty, many young people

¹ Fashion, Design & Beauty

leave school early or are not in a position to attend secondary schooling. These circumstances drive many young people to the informal sector, where formal school qualifications are not strictly necessary. Seasonal agricultural work in neighbouring countries is also widespread. According to the Plan Sectoriel de l'Education et de la Formation (PSEF) 2017-2030, the country wants to strengthen vocational training and develop its medium and long-term training courses (2-3 years) in particular, in order to produce qualified workers for its own economy. This goes hand-in-hand with an orientation strategy through which the young people are given an opportunity to familiarise themselves with various occupational fields. Great importance is attached to traditional job profiles in Burkina Faso, as industry and trade/craft are less strongly in evidence, but urgently required. Key trends include a high demand for electricians, something that is also emphasised by the government. The Don Bosco school in Bobo Dioulasso has introduced corresponding training in this regard. It has a unique selling point in the region, being the only centre there. Demand for electrician training is therefore extremely high. It is not so much a lack of space that is the issue, but a lack of proper equipment. By introducing additional equipment that meets the requirements of the labour market, more students can be accepted, and the training course contents can be adapted to meet the next highest training level (BAC niveau professionnelle).

Other weaknesses to be taken into account include the lack of expertise in specialised training, as well as the weakening commitment among Salesians on the management level (see Attachment 5). Many Don Bosco vocational schools face the challenge of ensuring transparent management, of financing the schools sustainably and of monitoring staff recruitment. Equally, the Salesians find it difficult to make rapid, market-oriented decisions that strike a balance between church and the economy. Production units are rare, as they are not viewed as complementary to practice-oriented training, but as competing systems that are very time-consuming. Many directors and administrative staff (38 %) meet only the minimum requirements or indeed have absolutely no knowledge of strategic management, staff management or finances (19 %). Over 70 % have little to no knowledge of project management, which has a negative impact on the quality of projects in the institutes, although these skills are urgently needed particularly in the absence of state support. Particular challenges arise from the idiosyncrasies of the SDB Order itself. Directors are usually Salesians and most of them are priests. Confreres trained in technology are becoming few and far between. Those becoming priests initially have a different goal than that of becoming vocational school directors; it is difficult to avoid recruiting priests due to staff shortages and limited experience with regard to "civilians" (laypersons) occupying positions of leadership. These people are largely also responsible for the affiliated parish as well as for additional pastoral work – work in vocational training suffers as a result. A principle of rotation within the Order also means that schools experience uncertainty, as many Salesians move to a different position after two or three years. A comprehensive programme to build management capacities could not only fill the skills gap and consequently bolster the performance of the centre, but also create a better understanding of the role of leadership positions in vocational schools within the Order, by setting out clear job profiles. It is expected that the Order will agree to foster more cooperation with laypersons in its future strategy in the coming year. The principle of rotation is likely to remain untouched, but recruiting secular employees is expected to bring greater stability in positions of responsibility. This has long been the practice at the Don Bosco facilities in Germany – in the form of social workers, psychologists and trainers.

With regard to trainers and teaching staff, there is often a lack of practical and didactic/pedagogical skills and up-to-date knowledge, as teacher training is, in many places, much too theoretical and static. At Don Bosco there are hardly any opportunities for technical and pedagogical further training due to a lack of capacity and resources. As most graduates will later require entrepreneurial,

business and social skills in addition to their professional and technical training, the teaching methods and the learning environment at the vocational schools must be adapted to meet the requirements of both the formal and informal sectors. Furthermore, methods such as e-learning or modern teaching materials have not yet found their way into current services, although they could be extremely useful in overcoming traditional linear thinking and learning concepts; furthermore, content can be adapted or upgraded quickly at any time. In a world of work that is dynamically evolving, this can be of distinct advantage. Graduates could also benefit from the appropriate modular services, studying alongside employment. In the long term, blended learning concepts can be developed that will serve to finance vocational schools. Don Bosco is fundamentally suitable for implementing comprehensive training programmes, as the Order has the pedagogical expertise. Professional pedagogical training should serve less as initial training as part of new teacher seminars, and more as extra-occupational and complementary further training and qualification services for teaching staff and facility managers. Additional courses could cover specific Don Bosco teaching principles (preventive, non-violent, holistic, etc.). In principle, this sort of programme should be open in the medium term to participants from state and civilian vocational training facilities (e.g. NGOs, foundations, churches) in order to create a stronger impact on the meso level.

Don Bosco vocational training is not prepared for some of the biggest challenges of the 21st century, namely climate change, the destruction of the environment and the over-exploitation of natural resources, in either its management or teaching, equipment or infrastructure. These challenges vastly endanger the agency of future generations. By founding the Don Bosco Green Alliance in 2018, sustainability concepts are gradually finding their way into the Order's institutions. Even so, the consumption of fossil energies, water and non-compostable waste remains visibly high in training, and the use of sustainable technologies on a large scale is hardly possible for the Order. Environmentally-aware attitudes are rarely touched upon due to a lack of competencies, unless teaching staff or managers show a personal commitment. Resource-efficient and socially inclusive economies (to reduce poverty), however, is a basic requisite for sustainable development both for us and in cooperating countries. Within the framework of a green economy – considered a process "that results in improved human well-being and social equity, while significantly reducing environmental risks and ecological scarcities" (UNEP) – vocational training can promote sustainable values, attitudes and behaviour patterns that will play a decisive role in the economic and social transformation towards becoming a green economy. Sustainable action is important for every job and every field. The ability to act sustainably on a professional basis is therefore an integral part of professional competencies. It is essential to recognise that schools, particularly vocational schools – playing a key role in skills acquisition – can actively contribute towards these processes, because they would simply not take place without the relevant understanding on one hand and specialised staff on the other. In this respect too, the Salesians are not yet innovative enough as regards employment market research and employment orientation, for the reasons outlined above. It is therefore of vital importance to strengthen these areas, so that the requirements of the economy can be reconciled not only in a general sense but also specifically with regard to sustainable concepts. Employment market studies in 25 countries showed, in particular, that high demand for skilled workers in agriculture continued unabated. There are plans to develop supplementary content for agricultural curricula, especially in the sense of adapting technology and equipment as befits these times of climate change.

It is intended to pilot competence centres in Burundi and Nigeria and awareness-raising activities in Kenya, Madagascar and Angola. In the medium term, these are then intended to come into widespread use applying the knowledge gained during the process – but within and outside of the

network. Core topics should cover the use of sustainable energies and technologies, as well as awareness-raising measures. DB vocational schools in Angola (6), Kenya (5) and Madagascar (4) have been selected to carry out outreach actions; the latter is one of Africa's crisis countries. A series of criteria has been taken into account: coverage of lusophone, anglophone and francophone language zones (ENG, FR, PT); number of vocational schools (min. four) in the country; staff resources; potential for green skills according to a employment market study.

In **Angola**, despite its rich resources, most people are fighting the disruptive effects of a civil war that has been going on for decades. Reconstructing the livelihoods of over four million refugees and displaced people as well as 280,000 ex-combatants is one of the country's most pressing challenges. The official unemployment rate in Angola is 26 %; the real figure is thought to be considerably higher. Only just under ten per cent of graduates in formal vocational training in technical secondary schools are absorbed into the employment market, also because the majority seek access to tertiary education. In basic education, only 48 % of graduates enter the employment market. This is dominated by the informal sector. In total, the proportion of unskilled workers is over 60 %. Angola has made great strides in its educational sector, especially in terms of enrolment, and the political will is there to develop the vocational training system further. The quality of training, however, has worsened due to larger classroom sizes, poorly trained teaching staff and low investment in infrastructure. Around 75 % of teaching staff cannot demonstrate adequate training for their activity. Furthermore, energy supply at training institutes is a big challenge; this is because of poor awareness among the government, in business and among people on the topic of renewable energy and energy efficiency. The country's economy, and therefore government revenue, is strongly dependent on oil production, which is problematic as it inhibits the necessary funding. Investment is only possible by increasing the debt. Attempts to differentiate the local employment market have been unsuccessful, because efforts to reform vocational training by the Ministry of Public Administration, Employment and Social Security (MAPESS/MAPTSS) and the affiliated National Institute of Employment and Professional Formation (INEFOP) have been insufficient and there is still a shortage of qualified professional and teaching staff. In the country, the Salesians run six vocational schools in Benguela, Kwanza Norte, Luanda, Lwena, N'Dalatando and Cabinda. This corresponds to around 1,800 young people. According to the employment market study, agriculture is hugely significant; this also applies to the green skills sector. In relation to the country's energy situation, renewable energies are gaining significance.

With around 48 million inhabitants, **Kenya** is one of the 10 most densely populated countries on the African continent. With a GDP of a good 80 billion US dollars, Kenya has established itself as a low-middle-income country thanks to a relatively steady and strong economic growth. With a human development index of 0.519, Kenya still ranks only 142 out of 189. Around 80 % of children obliged to attend primary school go to school, although only few enjoy any further education or vocational training. The youth unemployment rate, which is partly the result of under-qualification, is all the more problematic, as over 60 % of the population is under 25 years of age. Vocational training in Kenya has a much poorer image than other educational routes, mainly because manual work is poorly paid. The system is also very unclear, with numerous state, private and religious providers in play. In the past, this has inevitably lead to varying standards in curricula and certificates, as well as to problems in the distribution of financial resources. At least six ministries are involved in funding vocational training. This has a negative impact on the infrastructure and equipment of centres, so the young people receive barely adequate training and cannot meet the demands of the economy. The vocational training reform, which has been running since 2016, with the aim of improving quality and achieving better funding, is only slowly being implemented. The SDB run five vocational schools in

Nairobi, Marsabit, Kakuma, Embu and Makuyu, with approx. 1,500 students. According to the employment market study, agriculture is once again of huge significance; waste management and water management have also been mentioned.

Mismanagement and political crises have led to **Madagascar** counting as one of the least developed countries in the world. Almost three quarters of the population live in extreme poverty. The island is the world's largest vanilla producer and economically highly dependent on this. Climate change is therefore particularly noticeable in this agricultural island nation, through hurricanes and periods of drought that are becoming longer and longer. The industrial sector is poorly developed and concentrates on agricultural value creation. The country's poor energy supply is also noteworthy. At present, only 15 % of the population in Madagascar has access to electricity; in rural regions, this quota is much lower. Environmental and energy issues are therefore some of the country's primary challenges. In Madagascar, Don Bosco runs four vocational training schools in Fianarantsoa, Antananarivo, Mahajanga and Tulear with approx. 1,200 students.

An important aspect when implementing the pilot measures is to ensure that the 4,500 young people in the 15 selected centres can become key ambassadors of their generation and can adopt an influential role in their local environments, by participating in so-called Green Clubs (see Attachment 8). These eco-clubs are intended to motivate students, managers, teachers and teaching assistants to get involved in environmental activities and projects, and apply green practices in vocational schools and training courses. As sustainable vocational action always takes place within the framework of a specific, usually commercial situation, involving other people and/or groups, institutions or organisations, the ability to communicate and cooperate is fundamental (in addition to the standard vocational skills); as is the ability to enter into commercial and social dialogue on sustainable development. Thus, eco-clubs also serve as platforms for influencing policy: target groups are also located outside of the centres, so the participation of key groups such as local governments and businesses is essential for putting green vocational training and environmental issues on the agenda. Specially equipped vehicles can be used by so-called Mobile Action Teams to bring a vivid awareness of sustainability aspects to the wider area e.g. to the surrounding communities, parishes or other educational institutions in order to boost understanding and knowledge, influence attitudes, motivate, and prompt a change in behaviour.

The rural country of **Burundi** is one of the poorest and most densely populated countries in the world. The average age is just 17 years old. Over 90 % of people live off shrinking areas of farmland as subsistence farmers. Agriculture is therefore the most important economic sector in this poorly industrialised country. Only 7.5 % of the population has access to energy. The social crisis is overwhelmed and intensified by a political crisis, which mainly centres on the interests of former warring factions. Many people fled and are now returning: those who spent 30 years growing up in refugee camps in the region and those who left the country because of the current situation. In the last decade, this was over 500,000 people who need to be reintegrated into society. The state is largely dependent on foreign budget aid, which has been slashed for political reasons. The education system is chronically underfunded and looks bleak: large class sizes, inadequately trained teaching staff and poor infrastructure. New vocational schools have been built as planned, but lack staff and materials. Vocational schools are therefore obliged by the state to finance themselves either in full or in part. Vocational training services must inevitably focus on the main sector, agriculture, to fight hunger and poverty. Despite this, tailored services must also be developed for industry and services in order to promote qualified employment in city centres and to counteract further bottlenecks in energy supply, public administration and construction, for example. The government has expressed a wish for strong industry involvement, which shows the need for concerted efforts. Ecologically

speaking, the country must combat land degradation, deforestation and extended periods of drought due to the high level of settlement pressure.

Africa's biggest national economy is **Nigeria**, although the country is ranked as a crisis country. It is rich in oil and characterised, among other things, by weak power supply and massive ecological problems. In many big cities in the south, human health is at huge risk due to an unreflecting attitude towards waste disposal. In the northern federal states, desertification threatens the basic livelihoods of millions of people. The destruction of arable land and mangrove forests, contaminated waterways that are full of fish, and increasing air pollution in the Niger Delta are harming thousands of people. Ineffective institutions and no particular interest in reform also play their part here. Service provision and industry are more pronounced than agriculture in Nigeria, but over 70 % of the people still work in the primary sector and only 10 % or so in industry. There is a huge shortage of skilled workers. The significance of vocational training is emphasised in the Ministerial Strategic Plan (2016-19). But, as in other cases, reforms can barely keep up with the dynamically evolving economy and the employment market, and funding vocational training is one of the biggest problems. This affects infrastructure in particular, which is totally inadequate for the requirements of the employment market, not to mention student numbers.

The requirements and challenges found in these two countries could hardly be more different; all the more reason to establish two competence centres for green TVET at DB vocational schools in Bujumbura/Burundi and Onitsha/Nigeria, in order to face the ecological challenges using green vocational training and also instigate dialogue processes that can combine both aspects. The UNESCO-UNEVOC concept on greening TVET institutions offers an important starting point here, presenting a kind of education on sustainable development – achieved by reducing the institution's ecological footprint; integrating sustainability requirements in existing or new vocational training courses; developing and using education facilities in the form of sustainable learning labs; promoting sustainable values, attitudes and behaviour by encouraging youth groups to get involved; and extending activities to the community by collaborating with regional target groups, sharing knowledge and joint projects. In the long term, the introduction of experiments and research projects in cooperation with manufacturing firms and research facilities is potentially feasible as the fifth point of the concept, albeit strongly dependent on whether the school adopts an outward-looking approach (see above). Teaching green skills constitutes another key transformative factor, particularly for tackling topics such as energy poverty, waste management and sustainable water management.

One of the Sustainable Development Goals encompasses the demand for lasting, inclusive and sustainable economic growth, productive full employment and dignified work for all. Vocational training is one of the main components for achieving these high goals. The areas discussed above – Capacity Development, Job Services, Modernising Structures and Equipment, Networks and Green TVET – are in turn vital pillars of the vocational training system. Five modules can be derived from this (see Section 4.), which together can help to improve the quality and relevance of vocational training offers for marginalised young people in Sub-Saharan Africa. With Don Bosco Tech Africa as the coordinating network office of the 13 Order provinces, plus their 102 vocational schools, these areas are already systematically being brought together under one roof. All the experience gathered from the Salesians' vocational training work in Africa already offers a broad scope for shared learning opportunities. Additional synergies and new prospects can be tapped into, by cooperating with other vocational training facilities and political decision-makers. Given this background, and with networking organisation DBTA as the local partner, linking up the aforementioned areas in one global programme is not only useful, but absolutely necessary. The broad presence of the SDB in Sub-

Saharan Africa, combined with a number of local and regional project offices, offers the use of (infra)structures and experts in the 35 countries in question (as well as countries around the world) far beyond the DBTA office and also worldwide (see above). This ensures a high degree of local involvement and strengthens individual responsibility. Participation and decentralised cooperation with partners on site also means that the issues surrounding socially disadvantaged population groups and target groups can be better met on a local and national level, and within the various vocational training systems.

Improvements to the vocational training services brought about through common quality and qualification standards, combined with capacity development in partner organisations, should emphasise the value of Salesian vocational training and thus attract the interest of political decision-makers. The implementation of targeted measures is to intensify this effect locally, regionally and nationally, by developing a strategy for lobbying and advocacy work. Particularly concerted approaches offer the chance to achieve overarching developmental impact on the national level and beyond. Technical approaches on the micro and meso level, in particular lobbying activities and closer coordination with other stakeholders, constitute an essential lever in creating an overarching effect. The necessary changes can be transferred to permanent processes and structures, which is a vital advantage, both among partner structures as well as in the vocational training system as a whole.

The bold and active presence of SDB vocational training in crisis countries is well worth noting overall. As part of the global programme, the Don Bosco vocational schools in South Sudan, DR Congo, Madagascar, Nigeria and Chad are to be modernised and equipped with Job Services Offices, at a cost of some EUR 1.1 million. Training courses adapted to meet the needs of local employment opportunities is of vital importance, which is why the SDB wish to place a special focus on this. In addition, these crisis countries should hope to benefit from capacity development measures for school directors and teaching staff (see above).

2.2 Project preparation

The federal government has launched a series of initiatives with and for Africa, including the "Compact with Africa" as part of the G20, and the "Marshall Plan with Africa" as a BMZ (Federal Ministry of Economic Cooperation and Development) initiative. Vocational training is traditionally a key topic in development work. For many years, Don Bosco Mondo e.V. has contributed a great deal to sustainable development in Sub-Saharan Africa, as a professional organisation for vocational training and alongside the SDB as its partner. However, the findings of a comprehensive study in 2013/14 (Attachment 4) showed that it is vital to boost the potential of Salesian vocational training in the region in a comprehensive manner. Some aspects show a positive trend because of the Social Structure Assistance project. The findings of the study, however, remain the basis of all action taken by BDTA and the network members, as the results are fundamentally still valid. Numerous site visits and conversations with those in charge substantiate this claim. The results can be summarised as follows:

Positive

- Technical training is of relatively good quality
- Practical nature
- Focus on reducing poverty
- Accessible to poorer target groups

- Teaches social competencies

Negative

- Shortage of well-qualified staff
- Internal and external networking is insufficient
- Large gap between vocational training services and demand from the economy
- Services are not flexible enough for each respective local context
- Centres are not financially sustainable enough
- Lack of data management, hardly any follow-up studies on graduates
- Lack of modern equipment
- Not much innovation

Subsequently the people responsible for vocational training (from the Order provinces and the actual network members) developed a joint strategy during an intensive meeting in Madagascar in October 2016. Goals, results and activities were formulated and conceptualised. In November 2017, the official inaugural meeting of DBTA as the coordinating network office finally took place in Nairobi. To strengthen the network, Don Bosco Mondo e.V. funds an AGEH professional (an association for German Catholics working in international cooperation) using KZE funds (KZE is the German Catholic Central Agency for Development Aid) and its own resources, independently of ongoing or planned projects. The expert supports DBTA in the following:

- setting up effective structures and projects for the ongoing development of employee capacity and quality standards in vocational training,
- establishing network structures between Don Bosco Tech Africa, Don Bosco vocational training facilities as well as local, national and international stakeholders in vocational training,
- transferring knowledge and experience on planning, financing, implementing, documenting and accounting for development projects internally to network line managers and
- transferring competencies pertaining to the development and implementation of projects that are planned, supported, administered, monitored and evaluated according to set quality standards to local employees; and improving staff qualifications at Don Bosco vocational training facilities.

Individual aspects from the strategy plan have been adopted and implemented in the aforementioned Social Structure Assistance project. The idea for a complementary global programme evolved particularly due to the fact that it is only possible to invest in infrastructure in social structure assistance to a very limited extent, despite high demand. A desk study commissioned by Don Bosco Mondo (Attachment 3) identified the basic framework of the programme and this was refined over the course of several meetings, including a workshop with bengo in Nairobi. Various recommendations for action were discussed:

- 1) Develop new training courses, modernise equipment or found new vocational training centres and measures for sustainable energy supply

In a strategy geared towards the employment market within the DBTA network, great importance is attached to new training courses and the modernisation and equipment of existing trades. Thanks to the employment market studies, it was possible to identify appropriate training courses that will be

developed (or further developed) geared towards need. In this phase of adapting Salesian vocational training in Africa, founding new centres is not an option.

2) Promotion of careers guidance, job placement and industrial liaison at centres

Supporting young people throughout the whole process – from choosing a training course to deciding on a career and finding a job – presents one of the biggest challenges given the large numbers of young people in Africa. Even the governments themselves are just at the beginning in this respect. The Quality Handbook for Job Placement (Attachment 6), created as part of the Social Structure Assistance project, plays a key role in Don Bosco. It is the result of SDB professionals working actively together from partner countries.

3) Developing further training centres relating to vocational education

Plans to develop this kind of further training site were abandoned as the Order in Africa has sufficient infrastructure to deliver its own courses for vocational training staff. Rather, there is more need to invest existing resources into a capacity development programme, in order to drive forward quality processes. Another recommendation was to open the training facilities to participants from state and civil vocational training facilities (e.g. NGOs, foundations, churches). This aspect plays a key role on the meso level, particularly with regard to networking, and is to be implemented over the course of the programme.

4) Dialogue processes and partnerships

Systemic effects and changes can only be achieved if there is a broad foundation of cooperation on a state, economic and civil level. Where there is a lack of capacity, this must be developed and transferred to long-term processes.

5) Model sustainable energy supply and energy efficiency of vocational training centres in crisis countries

Energy supply and energy efficiency are essential aspects of poverty eradication strategies, but must be incorporated into a broader, comprehensive framework in the sense of competency development in the Green TVET field (see above).

The findings reflect the requirements of the Salesian facilities and form the basis for the aforementioned modules on Job Services, Green TVET, Networks and Modernisation. The global programme benefits greatly from already developed capacities in employment market research and contact with local business as well as other players. Furthermore, an initial analysis of capacities (Attachment 5) among the facility managers forms the basis of the corresponding module.

A range of other selection criteria have also been applied. First and foremost, that DBTA convey requirements in collaboration with the Don Bosco project offices in the 13 Order provinces. Requirements have been synchronised to meet local requirements as regards quality standards, the importance of training courses for the employment market, and the function and skills of the Salesian project offices, as well as those working in vocational training and job services. When selecting the crisis countries South Sudan, Nigeria, Madagascar, DR Congo and Chad, functional structures and good communication are essential. Requirements here are given more weighting. The module Green TVET (and its outreach measures) is carried out in places where climate change is having a clear and serious effect, and where the energy question is one of the most pressing problems facing the respective country and people. Another decisive factor was the large number of schools in Kenya, Angola and Madagascar, in order to reach a large number of young people and the

surrounding population. In this way, Don Bosco facilities in three language zones could be covered. Bujumbura/Burundi and Onitsha/Nigeria as sites for the Green TVET competence centres are vastly different in their circumstances (see above), so it is possible to escape up the issue and facilitate applicability.

As opposed to the SSF (social structure assistance) project, the global programme prioritises issues that are largely developed on the national and local level. By using outputs from the Social Structure Assistance programme, the global programme, within the scope of its activities, is complementary to the predominantly strategic level of the SSF, and supports intended effects on the levels stated. ”

3. Direct/indirect target groups

Summary

A total of 17,100 marginalised young people who complete a training programme at the centres benefit directly from the measures. Furthermore, 40 directors and 110 administrative staff, as well as 520 teaching staff, trainers and Job Service Officers will undergo further training as intermediaries.

The direct target groups also comprise at least 40 MSMEs, 10 chambers and associations and five governments who will be approached in the modules with the aim of establishing partnerships and/or shaping political decisions.

The different modules – encompassed within the scope of the programme and covering the full subject matter – will set their sights on similar target groups, albeit with varying aims. So, a total of 17,100 young people aged on average between 16 and 25 who complete their training at Don Bosco vocational training centres will benefit directly. The proportion of young women is only around 20 %. There are many reasons for this, including the fact that male and female target groups are still largely divided between the SDB and the Don Bosco Sisters based on the gender-oriented nature of services offered. In particular, the Don Bosco sisters offer vocational training that young women find appealing.

Module 1 will see, firstly, 40 directors and 110 administrative staff as intermediaries benefit from management training; they will receive further training throughout the entire duration of the project in order to boost the quality of the facilities. Additional intermediaries will also receive further training. The aim is to train nine people to teach Salesian pedagogical principles, from which 375 teaching staff and trainers will in turn benefit. The female/male ratio should be 50:50, so that gender equality can gain a stronger foothold in the Salesians' working environment. An additional 27 teaching staff will receive special technical training to conduct modern online-supported lessons (Moodle). The aim is to expand learning worlds and to give young people new motivation by offering more attractive services. In total, 50 % of beneficiary intermediaries are to be active in crisis countries. Indirectly, 10,000 young people completing their training in ten selected centres will also profit from these intermediaries also receiving training (see Section 5.2).

In Module 2, some 600 young people will benefit directly from the modernisation of equipment and infrastructure. Offers are usually geared chiefly to young people from the poorest, most inadequately educated social strata who cannot afford training; this mainly includes early school-leavers as well as, in fragile contexts, internally displaced people or even former child soldiers. Around half of the 600 young people come from such scenarios. They are to be given an opportunity to receive solid training that comes with a state-recognised qualification or a Don Bosco certificate, in order to become integrated in the employment market. The young people are selected by financial aspects and individual requirements, for example through placement tests. The criteria are very similar at all Don

Bosco facilities. As intermediaries, at least 40 trainers will receive further training on handling and maintaining new equipment and machines.

Indirectly, the 3,600 or so family members of the 600 young people will also benefit. The families benefit particularly from the expected income generated by the young people after completing their training (i.e. when they are hired or become self-employed). Long-term, the families' living standards will also be improved, as a higher income can be used to buy more food, electricity, clothing and medications, as well as to educate their own children; also, they will be able to save. Furthermore, relatives – particularly their own children, but also partners and siblings – will have greater access to education, so that the actual target group also acts as an intermediary to emphasise the importance of education.

In Module 3 (Job Services Office), around 12,000 young people will directly benefit from new job services in 30 vocational training centres. The services to be implemented range from organising orientation days, selecting suitable training programmes, learning soft skills (life skills), organising work placements, to individual guidance and support during the initial stages of the graduate's first job. A comprehensive system will collect information on the quality of the positions and quantity of the placements.

As intermediaries, 11 national job service officers (N-JSO) will be trained as multipliers on a national level, advising and training up local job service officers. At the same time, they should be in a position to establish contacts with companies and government offices and carry out dialogue forums and campaigns locally in cooperation with colleagues there. In turn, 30 new local job service offices will benefit from this; training will enable them to provide the young people with appropriate offers and maintain lasting contact with the stated stakeholders close to their facility. Indirectly, the estimated 72,000 family members of the 12,000 young people will also benefit for these very same reasons (see Target Group Module 2).

In Module 4, 18 people will be trained on the topic of Green TVET as intermediaries. 15 of these will act as Green Facilitators to implement environmental topics in their respective facilities. They will also facilitate the foundation of Green Clubs in 15 centres, with a target group of 450 young people – this is designed to increase the young people's political engagement on the topic. This will reach a total of 4,500 young people directly, who will develop a greater awareness of environmentally-friendly behaviour thanks to the activities run by the Green Facilitators. The environment in the vocational schools should also become greener and cleaner as a result of the "greening TVET institutions" concept. The sub-target group of 600 young people also benefits at two competence centres from an extensive array of measures designed to establish a completely environmentally-friendly approach in training regulations, as well as a range of exemplary fittings such as solar installations, LED lighting, biogas facilities and rainwater collection systems.

Three of the 18 intermediaries will receive training on awareness-raising and outreach campaigns. They will be mobile workers, using adapted vehicles, and educate people about green vocational training to vivid effect. This could potentially reach around 27,000 people in the surrounding areas of three centres.

In Module 5, 15 people will receive specific further training; they will be encouraged to intensify political and economic contacts beyond JSO work, and lend their expertise to provide support on a country level. These will be people who are responsible for vocational training strategy in their countries, forming a work unit with the N-JSOs. One person per language group will be selected from this circle at the end of the third year; the idea is for this multiplier to pass on their knowledge in their language zone on a national level. In addition, five suitable teaching staff from training courses identified as forward-looking in employment market studies will be chosen as intermediaries at trade fairs and exhibitions in order to learn about the latest innovations and trends and disseminate information to the network.

In most programme countries, the main problems lie in the technical and pedagogical field of vocational training, but also in people's perception of it. In addition, the political processes concerning implementing vocational training reform have come to a halt, or have not yet been initiated (see above). Direct target groups therefore include both business associations, companies and other vocational training providers: stronger connections with them are to be encouraged via discussion and dialogue forums; the idea here is to develop joint options for action. Round tables are to serve as platforms for bringing the topics of Green TVET and Job Services/Employment Market Orientation (Modules 3 and 4) into the political debate and thus enrich pending vocational training reforms. Key topics for Don Bosco – Capacity Development, Modernisation and Target Group Orientation – (Modules 1 and 2) are thus to be brought in.

In **Angola**, Don Bosco seeks to provide support to the responsible authorities (**MAPTSS** and **INEFOP**) as regards stakeholder dialogue forums for implementing vocational training reform, in order to encourage broad participation. Working together with the local economy, the aim is to improve the image of vocational training through campaigns.

Don Bosco has the capacity to be a demonstrably important partner in vocational training for the government of **Burkina Faso**. This applies particularly to the area of orientation, which is encompassed under job services at Don Bosco and is emphasised in the Quality Handbook (see above). There is already collaboration in the electrical engineering field. The state tests out new curricula here, including at the Centre Don Bosco in Bobo Dioulasso. Both actions offer an opportunity for greater involvement in implementing the Plan Sectoriel de l'Éducation et de la Formation (PSEF) 2017-2030 and developing collaboration. There must be more intensive dialogue with state offices (**MENA²**) and the economy in order to contribute more strongly to testing and introducing new training courses for qualified skilled workers as well as applying our own expertise in pedagogy and job services.

As the educational situation in **Burundi** is very bleak, all the relevant stakeholders must be brought together in order to develop common, needs-oriented solutions for vocational training. This includes various ministries and authorities (vocational training, energy³), who also play a key role in Green TVET. Don Bosco seeks to provide support in discussing, promoting and developing tailored vocational training offers for industry and services. The plan is to involve the Chambres Sectorielles d'Art et d'Artisanat (**CHASAA**) as well as other vocational training providers in Bujumbura.

The Salesians of Don Bosco in **Kenya** are already members of the Permanent Working Group on TVET (PWG). The **PWG** is the result of a stakeholder dialogue in 2014, initiated by the German Association of Technical Cooperation (GTZ). This is a multi-stakeholder platform comprising government, business, NGOs, vocational training providers, donor organisations and universities, which advises the government on vocational training issues and educational reform. Don Bosco seeks to advocate for standardised quality standards and better coordination in the sector, as well as for Green TVET, by means of more regular events. Educational advertising and public events are designed to shine a brighter spotlight on the ongoing campaign (Hands on the Future). Thanks to its commitment to refugees at Camp Kakuma as well as a strong presence in rural centres (e.g. Marsabit), Don Bosco is

² Ministère de l'Éducation Nationale et de l'Alphabétisation (Burkina Faso)

³ Ministère de l'Enseignement de Base et Secondaire, de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation; Direction Générale de l'Enseignement des Métiers, de la Formation Professionnelle et de l'Alphabétisation; Ministère Hydraulique, D'Énergie et des Mines

able to highlight the plight of marginalised target groups in the political and economic realm, because the PWG's focus is very much on economic requirements. Essential contacts from the PWG include the National Industrial Training Authority (**NITA**) and the State Department of Vocational & Technical Training, Curriculum Development, Assessment and Certification Council. In terms of job services, the Micro and Small Enterprises Authority (**MSEA**) will be a key contact, with a focus on developing concepts that prepare graduates for independence.

Cooperation with authorities in the **DR Congo** presents a big challenge overall. Don Bosco seeks to initiate the cooperation of the private sector, public administration and other vocational training providers, in order to develop plans jointly for better coordination in vocational training; to promote it, and to implement the national development plan. The various state offices⁴ are of great significance here, in order to enter into dialogue regarding coherent approaches. Collaboration with **Fédération des Entreprises du Congo** is equally important in this context, but also with regard to better employment market orientation and work placement in itself.

In **Madagascar**, the state itself has initiated a stakeholder dialogue in vocational training, and the government is, as described, very much motivated to reform. Close contact with Don Bosco already exists. The Order seeks to highlight aspects of market orientation, Green TVET and the image of vocational training to the relevant players, using additional forums to do so. In addition to the key ministries⁵ with the competent directorates, the private sector should also be involved (e.g. **Chambre de Commerce de l'Industrie**) to define aims and activities designed to strengthen the stated areas.

Vocational training in **Malawi** is only very gradually becoming an important educational factor. **TEVETA** has only weak connections with private providers and business (see above). Don Bosco wishes to provide advice and support to TEVETA on improving networking in the country. To do so, a platform has been suggested that will bring in players such as the **Malawi Confederation of Chambers of Commerce and Industry**, the Tevet Providers Associations (**TPA**), Employers Consultative Association of Malawi (**ECAM**) as well as the ministries **MEST**⁶, **MLSI**⁷ and **MITT**⁸. The goal must be to develop mutual strategies for implementing the National Education Sector Plan.

As a large national economy, **Nigeria** could in many areas lead the way for West Africa or indeed for the continent; however, ineffective institutions and not much interest in reform hamper this. Don Bosco wishes to make sure that the importance attached to vocational training in the Ministerial Strategic Plan (2016-19) is carried through in an implementation strategy in the future; to do it seeks to address the ministries for Education (**ME**), Science and Technology (**MST**) and Work and Productivity (**MLP**). In order for this to happen, additional stakeholders must be brought in. In Nigeria, these also include the Centre for Technical Vocational Education Training and Research, University of Nigeria (**CETVETAR**) von UNESCO-UNEVOC, the National Mass Education Commission (**NMEC**), and, representing business, the **Nigerian Association of Chambers of Commerce, Industry, Mines and Agriculture**, as well as other vocational training providers. The idea is to define clear goals

⁴ Ministère de l'Emploi, du Travail et de la Prévoyance Sociale; Ministère des Affaires Sociales, Action Humanitaire et Solidarité Nationale; Institut National de Préparation Professionnelle

⁵ Ministère de l'Emploi, de l'Enseignement Technique et de la Formation Professionnelle; Ministère de la Fonction Publique, de la Réforme Administrative, du Travail et des Lois Sociales ; Ministère de l'Éducation Nationale

⁶ Ministry of Education, Science and technology (Malawi)

⁷ Ministry of Labor, Skills and Innovation (Malawi)

⁸ Ministry of Industry, Trade and Tourism (Malawi)

and activities, such as vocational training for economic development and how Green TVET can be applied to battle ecological challenges.

In order to improve the living conditions of people in the rural area too, and also create jobs outside of agriculture, Don Bosco in **Rwanda** seeks to enter into dialogue with the government and the private sector to strengthen the prospects of the target groups; thanks to its experience, it is able to improve the image of vocational training. The government too has recognised that concerted efforts must be made here. Don Bosco also extends its dialogue to include players such as state authorities⁹, the **PSF** (Private Sector Federation) and various **chambers** (industry, trade, tourism) as well as vocational training providers, which have already been initiated in Kigali in the context of introducing new training courses at the Don Bosco centre.

In **South Sudan**, religious providers play an essential role in vocational training. Don Bosco vocational schools are highly recognised. Don Bosco can put its status to good use talking to stakeholders such as the **Ministry of General Education and Instruction; Ministry of Labour, Ministry of Trade, Ministry of Gender and Social Services** or even business associations, and take a leading role in the dialogue. The idea is for weak institutions to develop, in collaboration with international donors (Chapter 7) and church organisations (**South Sudan Council of Churches**), common approaches, goals and activities to develop infrastructure, staff and financial capacities. A similar goal here is to establish integrated approaches for stabilising the economy (where possible) and taking into account the persistent crisis situation, as well as to strengthen the role and function of vocational training providers.

Despite its Catholic background, Don Bosco in **Chad** is equally highly recognised for its activities in vocational training. The Order wishes to support Chad's government in concretising the Plan Nationale pour le Développement 2017-2022 and work towards establishing uniform standards in a highly fragmented context. Together with various ministries such as the **MFPTPEM**¹⁰, the **Ministry of Agriculture**, the **MDICA**¹¹ and business stakeholders (e.g. **Chambre de Commerce, CNPT**¹²), if possible, specific proposals and measurable milestones are to be developed for the as yet still vague implementation plan for reforming vocational training.

There are also plans to conduct an in-depth stakeholder analysis in the process of developing advocacy and lobbying strategies. These goals are to have been achieved in at least five programme countries by the end of the project. Activities that pave the way to achieving these goals are to be established in the six remaining countries; this will lay the foundation for greater networking and collaboration between Don Bosco and state and economic stakeholders and other providers in the future.

4. Impact matrix

Overarching goal: The programme helps young people increase their chances of obtaining dignified

⁹ Ministry of Education, Workforce Development Authority

¹⁰ Ministère de la Fonction Publique, du Travail, de la Promotion de l'Emploi et de la Modernisation

¹¹ Ministère de l'Industrie, du Commerce et de l'Artisanat

¹² Conseil National du Patronat Tchadien

work and improving their living standards in Sub-Saharan Africa		
Outcome	Indicators - actual	Indicators - target
<p>Framework conditions for relevant, high-quality vocational training are improved by scaling up models and practices in the areas of Capacity Development, Job Services and Green TVET in 11 countries in Sub-Saharan Africa.</p>	<ul style="list-style-type: none"> The dwindling quality and relevance of vocational training services minimises the chances of poor population groups entering the employment market as well-qualified skilled workers. Vocational training is not considered particularly significant by the state and private sector. 	<ul style="list-style-type: none"> Digital learning models are transferred to national vocational training policies in at least two countries by the end of the project (e.g. state curricula; national vocational training strategies; application in EZ bi- or multilateral programmes). In at least two countries, aspects of job services are transferred to national vocational training policies by the end of the programme (e.g. legislative texts and reforms, funding and financing programmes, staff development plans). Green vocational training practices and models are adopted in national vocational training policies in at least two countries by the end of the programme (e.g. national vocational training strategies, funding and financing programmes, EZ bi- or multilateral programmes, legislative text, staff development plans).

Output 1	Indicators - actual	Indicators - target
<p>DB vocational schools contribute sustainably to better employability among marginalised young people and are competent contacts in the field of employment market-oriented, holistic vocational training. Sustainable management structures are created and facilities' management and teaching performance improves.</p>	<ul style="list-style-type: none"> Existing services do not usually meet the expectations of the private sector in terms of learning goals and skills. Facilities only rarely receive advice from companies when planning their services. Persistent, outdated structures and inefficient processes minimise the ability of vocational schools to adapt to modern requirements. 	<ul style="list-style-type: none"> Selected vocational training offers and services are adapted to meet current requirements and standards on the employment market. 40 companies are involved in planning and setting up new training courses. Young people report good employment conditions Companies report that Don Bosco graduates meet requirements. 30 vocational schools report increased placement rates

		<p>by the end of the programme.</p> <ul style="list-style-type: none"> • 20 vocational schools report an improved economic situation.
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Output 2	Indicators - actual	Indicators - target
<p>Don Bosco vocational training players are recognised as competent partners in vocational training by the economy and the state. They have an active influence on political decisions both locally and nationally. States adopt Don Bosco approaches on e-learning, syllabus development and job services and transfer these to national policies where possible.</p>	<ul style="list-style-type: none"> • Don Bosco is not particularly involved in political regulations and decisions in Sub-Saharan Africa on a local, national and regional level due to a poor level of networking. 	<ul style="list-style-type: none"> • Don Bosco players put forward their own suggestions in legal regulations and decisions via work groups. The suggestions are discussed with political decision-makers in five countries. • Don Bosco players support the competent authorities in working out guidelines for implementing vocational training policies in at least three countries.

Output 3	Indicators - actual	Indicators - target
<p>The organisational skills of DB partners on a local, national and regional level are strengthened.</p>	<p>Poor cross-border coordination and collaboration among Don Bosco players.</p>	<ul style="list-style-type: none"> • Systematised exchange between national partners and institutionalised by DBTA by the end of the programme. • Best practices in the areas of Job Services and Green TVET are multiplied by being adopted in at least 10 other facilities, while experiences and impact are spread further.

Outcome MODULE 1 CAPACITY DEVELOPMENT	Indicators - actual	Indicators - target
<p>Sustainable management structures are created, and facilities' management and teaching performance improves.</p>	<ul style="list-style-type: none"> • DB vocational schools face the challenge of ensuring that management and teaching practices meet requirements, as the skills of the SDB and layperson 	<ul style="list-style-type: none"> • A holistic, modular capacity development programme is created by the end of Q2 2020. By the end of the programme, at least 40 directors have received

	<p>staff often only meet the minimum requirements. Staff guidelines and plans are only available in a few schools.</p>	<p>further training on management and leadership responsibilities to meet requirements, and manage their facility efficiently.</p> <ul style="list-style-type: none"> • At least 375 teaching staff and trainers use modern pedagogical methods that reflect the needs of the young people and the employment market. • Nine people are trained as multipliers to spread Salesian pedagogical principles in their respective countries, and pass this knowledge onto teaching staff.
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Output 1	Indicators - actual	Indicators - target
<p>Management-related competencies in DB vocational schools are strengthened and contribute to improved performance.</p>	<ul style="list-style-type: none"> • There is no systematised capacity development programme for DB vocational training directors and administrative staff. Competencies often no longer meet current requirements for a transparent, efficient and sustainable school management. 	<ul style="list-style-type: none"> • Descriptions of responsibilities and skills gaps are analysed and a modular staff development plan meeting the requirements is created, implemented by the end of Q1, and regularly checked. At least 40 directors and 110 administrative employees from three language zones receive further training as befitting requirements by the end of the programme, and apply what they have learned. • 40 per cent of participating DB vocational schools have implemented transparent management structures by the end of the programme.

Output 2	Indicators - actual	Indicators - target
<p>The pedagogical and methodological</p>	<p>There is no systematised capacity development programme for DB</p>	<ul style="list-style-type: none"> • Descriptions of responsibilities and skills gaps are analysed and a

competencies of DB teaching staff and trainers are improved and contribute to lessons that meet the needs of the target groups.	teaching staff and trainers. Pedagogical and methodological competencies often no longer meet current requirements for lessons that meet the needs of the target groups and employment market.	<p>modular staff development plan as befitting requirements is created and implemented by the end of Q1 2020, and regularly checked.</p> <ul style="list-style-type: none"> • 375 teaching staff and trainers safely apply the methods of Don Bosco's preventative system.
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Output 3	Indicators - actual	Indicators - target
Selected curricula are adapted to meet the requirements of the employment market. Own teaching material is developed and safely applied. Two states adopt the e-learning topic as a result of Don Bosco's work.	<ul style="list-style-type: none"> • DB vocational schools usually use outdated curricula. Technical competencies often no longer meet the current requirements for practical lessons that meet the needs of the target groups and employment market. 	<ul style="list-style-type: none"> • At least six different curricula (agriculture, electrics, ITC, hairdressing & beauty, construction, tailoring) are gradually reworked by the end of the project, and adapted to meet the needs of the employment market. • By the end of the project, 27 trainers have received, at least, technical further training in their teaching field at a company, and safely apply what they have learned.
	<ul style="list-style-type: none"> • Online teaching resources have not been used so far. 	<ul style="list-style-type: none"> • By the end of the third project year, the digital infrastructure and selected training modules have been supplied and used. The material is discussed and shared with important stakeholder groups. Collaboration with the relevant stakeholders as regards

		<p>the development and use of training modules is documented by means of at least five MoUs.</p> <ul style="list-style-type: none"> • In at least two countries, e-learning concepts are recognised by the state by the end of the programme, and integrated into existing curricula.
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Outcome Module 2 - MODERNISATION	Indicators - actual	Indicators - target
The quality and relevance of selected vocational training services at six DB vocational schools ¹³ have improved, and help to boost employability for at least 600 young people.	<ul style="list-style-type: none"> • The quality and relevance of vocational training services have dwindled due to outdated equipment and infrastructure. New employment market trends are hardly taken into account when evaluating own services. 	<ul style="list-style-type: none"> • At least 600 young people receive training befitting the needs of the employment market every year at six DB vocational schools, three of which are situated in crisis contexts.
	<ul style="list-style-type: none"> • Availability and access to training is limited in fragile contexts. 	<ul style="list-style-type: none"> • Selected offers for skills training (agriculture, construction) in fragile contexts are expanded by the end of the project, and updated to meet current standards and trends. • Centres in at least eight countries are able to plan their vocational training services in a holistic and participative way by the end of the project. They take into account the specific local contexts, particularly the needs of the target groups. Planning is documented and regularly checked.

¹³ Tshikapa (DR Congo), Bobo Dioulasso (Burkina Faso), Juba (South Sudan), Rango (Rwanda), N'Djamena (Chad), Lilongwe (Malawi)

Output 1	Indicators - actual	Indicators - target
Selected vocational training services in six DB vocational schools, three of which in crisis countries, are modernised and brought up to the latest standards.	<ul style="list-style-type: none"> Equipment in the selected training courses in DB vocational schools is outdated and no longer meets the requirements and expectations of companies in terms of learning goals and skills. In many cases, the equipment does not meet prescribed national standards. 	<ul style="list-style-type: none"> The selected training courses in six DB vocational schools (South Sudan, Chad, DR Congo, Rwanda, Malawi, Burkina Faso) are given the appropriate equipment by the end of the project (two in 2020, two in each following year). The relevant authorities confirm that they meet standardised national regulations.
	<ul style="list-style-type: none"> In many cases, the technical labs and necessary buildings do not meet nationally prescribed standards. 	<ul style="list-style-type: none"> Technical labs and necessary buildings in selected training courses (Tshikapa, Mandelia, Rango, Juba) at four DB vocational schools¹⁴ are modernised and repaired by the end of the project. The relevant authorities confirm that they meet standardised national regulations.

Output 2	Indicators - actual	Indicators - target
The technical knowledge and methods of 24 trainers in the selected training courses of six DB vocational schools are improved and assured.	Trainers often meet only the minimum requirements in terms of technical knowledge and methods. Further training offers are highly limited.	<ul style="list-style-type: none"> 24 trainers successfully apply what they have learned in the selected training courses, after they have taken part in at least one technical further training course. Participation is encouraged from the private sector (as participants or even as trainers).

Output 3	Indicators - actual	Indicators - target
The existing services in six selected DB vocational schools are expanded through the introduction of new market-oriented offers for at least 600 young people. Two states adopt the teaching content developed by Don Bosco and update their	The introduction of innovative and forward-looking training courses is highly limited due to a lack of market analysis and ponderous decision-making and change processes at SDB.	<ul style="list-style-type: none"> The introduction of innovative and forward-looking training courses is facilitated by regular employment market analyses. Two new training courses are identified using validated data from employment market studies and are gradually introduced

¹⁴ Juba (South Sudan), Rango (Rwanda), N'Djamena (Chad)

syllabuses accordingly.		<p>in six selected DB vocational schools by the end of the project for 600 young people (20 % girls/young women).</p> <ul style="list-style-type: none"> • The new training courses are recognised i.e. accredited by the responsible authorities. • The private sector supports the new training courses in at least three DB vocational schools as far as possible, with internships, orientation days or scholarships.
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Outcome Module 3 - JSO	Indicators - actual	Indicators - target
Improved framework conditions for job services as an employment market policy service.	<ul style="list-style-type: none"> • The organisational capacities of DB vocational schools for establishing strategic and impact-oriented cooperation with the public and private sector are highly limited. • The topic of job services has not been a key component of vocational training systems in Africa to date, and is treated as a marginal issue in employment market policy. 	<ul style="list-style-type: none"> • The organisational capacities of DB vocational schools in 11 countries for establishing strategic and impact-oriented cooperation with the public and private sector are expanded. In at least two countries, job service models and practices are recognised and adopted by the state. By the end of Q2 2020 at the latest, 11 countries have each selected a person¹⁵, who will actively lead and coordinate strategic dialogue with the public and private sector on a national level in vocational training and cross-cutting issues. The person helps local JSOs implement their activities. • By the end of the programme, at least two MoUs between SDB and public or private stakeholders have been agreed in each of the eight countries regarding cooperation in the field of job services. In 10 countries, the N-JSOs actively take part in political processes and bring in their own proposals, which

¹⁵ Below: N-JSOs stands for people who are responsible for job service (work placement) programmes at DB on a national level. JSO stands for Job Service Office.

		are then discussed.
	<ul style="list-style-type: none"> Increased job services quotas in the centres almost exclusively relate to the quantity of positions, not their quality. 	<ul style="list-style-type: none"> By the end of the programme, at least 40 % of participating DB vocational schools use a standardised job services programme for around 12,000 young people. In at least two countries, the Don Bosco job services concept is recognised and adopted, including its life skills approach.

Output 1	Indicators - actual	Indicators - target
DB job service officers on a national level are able to lead and coordinate strategic dialogue with the public and private sector.	<ul style="list-style-type: none"> Only few of the existing DB job service offices are recognised on a national basis, and consequently do not exert much influence on this level. 	<ul style="list-style-type: none"> Job service models and practices are discussed in 11 countries at round tables, dialogue forums and campaigns, and documented so as to be publicly accessible. By the end of the programme, 11 N-JSOs have been trained as multipliers who can support local JSOs. They are also able to develop and deliver exchange platforms on current challenges in vocational training / job services (round tables, dialogue forums, campaigns). Every year, an event is planned and carried out in collaboration with public and private players. The results are documented so as to be publicly accessible. By the end of the programme, six N-JSOs have established good

		<p>collaboration with at least one public or private player. Cooperation is documented.</p> <ul style="list-style-type: none"> • By the end of the project, in 10 countries the SDB form part of multi-stakeholder work groups for vocational education. Own proposals are put forward in the group discussions.
	<ul style="list-style-type: none"> • There is no systematic, institutional exchange of experience, best practices and planning approaches between N-JSOs and local JSOs. 	<ul style="list-style-type: none"> • By the end of the programme, exchange between 11 N-JSOs and local JSOs is ensured every year through two meetings; these enable activities to be planned on a national and local level. Planning is documented and regularly checked. • Best practices in the 11 countries are documented, and are presented and discussed at, at least, one meeting per year with public partners, in order to determine possibilities and options for cooperation.

Output 2	Indicators - actual	Indicators - target
Local JSOs at DB vocational schools are functional and integrated into management of the facility.	<ul style="list-style-type: none"> • Only 17 out of 102 schools run job service offices, of varying levels of quality and reach. 	<ul style="list-style-type: none"> • By 31 December 2022, 30 (10 annually) additional work job service offices in the programme countries are equipped and established in a functional manner. They organise standardised, employment-oriented services for around 12,000 young people. The local office managers receive further training based on the JSO Quality Handbook, and are able to apply what they have learned to the services outlined above. • 25 schools have increased placement quotas, with quantitative and qualitative

		information. By the end of the project, the first information on the graduates' progress becomes available thanks to follow-up studies.
	<ul style="list-style-type: none"> • Networks and partnerships with local businesses and authorities on a municipal level and in national circles are highly limited. Only a limited number of DB vocational schools have well-established contacts. 	<ul style="list-style-type: none"> • Networks and partnerships with local business and authorities on a municipal level and in national circles are launched in at least five countries. By the end of the project, the 30 new local JSO offices have established at least three permanent contacts each with local businesses. • By the end of the programme, the 30 new local JSO offices have organised at least one joint campaign on awareness-raising for vocational training as a career option in cooperation with local SMEs. The schools also report growing interest displayed by young people regarding vocational training. • 10 DB vocational schools are supported by at least two local MSMEs, through opportunities for practical placements, orientation days or even scholarships where possible.

Outcome Module 4 - GREEN TVET	Indicators - actual	Indicators - target
Green decision-making and action are strengthened, and are promoted as a component of vocational training.	<ul style="list-style-type: none"> • Knowledge and approaches as regards environmentally-friendly conduct are only available to a limited and very disorganised extent at DB vocational schools, particularly with regard to waste and water management as well as renewable energies. There are no surveys into the use and amount of non-degradable waste, water consumption and the use of 	<ul style="list-style-type: none"> • Environmentally-friendly conduct is visibly increased among the target group through institutionalised approaches by the end of the programme. • Basic data on the amount of non-degradable waste, water consumption and use of fossil fuels is available by Q4 2020. • The concept of greening TVET institutions is discussed with key stakeholder groups and is adopted by these in at least

	fossil fuels.	two countries.
	<ul style="list-style-type: none"> At present there is no collaboration between Don Bosco facilities and the relevant stakeholders in the field of climate and environmental protection and/or ecological sustainability as a cross-sectional topic of vocational training. 	<ul style="list-style-type: none"> By the end of the programme, at least five DB vocational schools in Angola, Madagascar, Kenya, Burundi, Nigeria have agreed an MoU with the relevant public and/or private stakeholders in climate and environmental protection i.e. ecological sustainability. The agreement is documented.
	<ul style="list-style-type: none"> To date the SDB have not done much to influence positive decisions for sustainable and environmentally-friendly action in Africa. 	<ul style="list-style-type: none"> By the end of the programme, DB vocational schools (Bujumbura, Onitsha) have established themselves as green centres of excellence. By the end of the programme, 450 young people are actively organised in 15 eco clubs in Kenya, Angola, Madagascar. They develop and discuss concepts for environmentally-conscious behaviour. Success stories are documented and published.

Output 1	Indicator - actual	Indicator - target
Target groups in 17 DB vocational schools in Kenya, Angola, Nigeria, Burundi and Madagascar have greater knowledge about green technologies and practices.	<ul style="list-style-type: none"> There is hardly any knowledge about green technologies and practices in DB vocational schools . 	<ul style="list-style-type: none"> By the end of the programme, 4,500 young people confirm that they have learned about how to reduce waste and water consumption, and take own responsibility for this. Inorganic waste and water consumption is visibly reduced in 15 DB vocational schools in Kenya, Angola, Nigeria, Burundi and Madagascar by the end of the programme.
	<ul style="list-style-type: none"> DB vocational schools hardly apply any green technologies and environmentally-friendly practices. 	<ul style="list-style-type: none"> 17 DB vocational schools in Kenya, Angola, Madagascar, Nigeria and Burundi apply green technologies and environmentally-friendly

		<p>practices to a greater degree. Practices pertaining to waste reduction and sustainable water management are introduced. Knowledge and systems pertaining to renewable energies are introduced, applied, verified and regularly checked. The use of fossil fuels is reduced.</p> <ul style="list-style-type: none"> • Awareness-raising publications are developed and in use by the end of the project on the subjects of waste and water management. • Best practices are documented and published by the end of the programme. They are shared and discussed with private and public stakeholder groups. • State, economic or civil groups adopt the concepts discussed in at least three countries.
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Output 2	Indicator - actual	Indicator - target
15 DB vocational schools and their youth groups in Kenya, Angola and Madagascar are organised and engage actively in dialogue and awareness-raising training with public and private stakeholders.	<ul style="list-style-type: none"> • Youth groups are not particularly involved in the formulation of political aims. 	<ul style="list-style-type: none"> • Youth groups in 15 centres have founded Green Clubs and are each supported by a Green Facilitator, to address various environmental topics, introduce sustainable practices and decide political aims. • A forum with the relevant private and public stakeholders is carried out every year in each country. • An awareness-raising campaign is carried out per year per country.
	<ul style="list-style-type: none"> • Green knowledge and practices are not institutionalised. 	<ul style="list-style-type: none"> • The two DB vocational schools in Bujumbura/Burundi and Onitsha/Nigeria are

		<p>established as centres of excellence. They run tested solar, waste and water management systems and have integrated green practices into their entire range of vocational training offers. Findings are shared and discussed at least once a year with the relevant stakeholders.</p> <ul style="list-style-type: none"> • Green handbooks to disseminate environmentally-friendly practices are institutionalised through Green Clubs in 15 DB vocational schools. • In Kenya, Angola and Madagascar, a mobile Action Team regularly carries out awareness-raising measures in four different subject areas in the surrounding areas of DB vocational schools. • By the end of the programme, the concept of greening TVET institutions is adopted in at least two countries by the relevant stakeholder groups.
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Outcome NETWORKING	Indicators - actual	Indicators - target
<p>The organisational skills of DBTA network members are strengthened, with improved collaboration between them. There is a greater national recognition of the significance of vocational training for sustainable development, and in the long term initiated on a regional level.</p>	<ul style="list-style-type: none"> • Strategic networks and cooperation activities between the national and local structures of DBTA network members are in need of improvement. 	<ul style="list-style-type: none"> • DBTA network members report increased organisational and networking skills and activities by the end of the programme.
	<ul style="list-style-type: none"> • External support for Salesian vocational training on a national and local level is, in many cases, limited to international partners. 	<ul style="list-style-type: none"> • In at least five programme countries, the legal regulations or initiatives on vocational training have been influenced by SDB representatives.

Output 1	Indicators - actual	Indicators - target
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<p>The DBTA network approach ensures that knowledge is transferred and that learning is shared. Best practice experiences are systematically documented and exchanged within the network.</p>	<ul style="list-style-type: none"> • Exchanging best practice experience is strongly limited on a national and local level. Existing capacities are not systematically exploited. • There is hardly any transfer of knowledge among DB vocational training structures from different countries. 	<ul style="list-style-type: none"> • By the end of the programme, DBTA and at least 80 % of participating network members report increased knowledge of the subject matter and improved organisational skills thanks to regularly exchanging experiences.
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Output 2	Indicators - actual	Indicators - target
<p>National partners improve capacities as regards networks and collaboration with other stakeholder groups in vocational training as well as advocacy work.</p>	<ul style="list-style-type: none"> • The capacities of national partners as regards networks and collaboration with other stakeholder groups in vocational training as well as in advocacy work are limited. Those with existing knowledge are usually auto-didacts in these fields. 	<ul style="list-style-type: none"> • By the end of the project, 15 people have successfully undertaken a training programme on business cooperation and collaboration with government offices. Success is verified through the launch of partnerships (e.g. through MoUs, project contracts, etc.). • By the end of the project, 70 % of the local project partners from 11 countries have successfully undertaken a training programme on business cooperation and collaboration with government offices. Success is verified through the launch of partnerships (e.g. through MoUs, project contacts, etc.). • By the end of the programme, 40 % of national partners from 11 countries have built a system of multipliers on a national level. Knowledge and expertise about the latest innovations on the employment market and in training (technology and teaching) are passed on to school directors and trainers.
	<ul style="list-style-type: none"> • Networks with other stakeholder groups take place 	<ul style="list-style-type: none"> • By the end of the project, eight countries initiate

	<p>occasionally. Activities are not institutionalised. Few national partners foster partnerships with the private sector, but these are not strategically anchored. There are hardly any collaborative approaches to promote vocational training, and the young people as the target group are not involved.</p>	<p>strategic cooperations with the public sector and organise a joint vocational training event at least once a year, which also involves young people. Proposals for collaboration are put forward and discussed.</p> <ul style="list-style-type: none"> • SDB representatives on a country level are invited to state-organised discussions, workshops and meetings. Proposals and concepts are put forward and discussed. • By the end of the project, partners in eight countries have initiated a strategic partnership with players from the private sector and organise a joint advocacy event on vocational training at least once a year, in which the young people too are involved. • State and private players from a minimum of five countries publicly emphasise the significance of vocational training for sustainable economic development. • The foundation of, or participation in, existing work groups on a national level is initiated where possible.
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5. Measures, methods and tools to achieve goals (effectiveness and efficiency)

5.1 Project timeline by measures to be taken

	2019	2020	2021	2022
Management-related competencies in DB vocational schools are strengthened and contribute to improved performance.				
Creation of staff development plan for management level		■		
Training courses for directors in organisation management		■	■	■
Training courses for directors in financial management		■	■	■

vocational training as well as advocacy work.																				
Draw up a three-language training programme for business cooperation and for collaboration with government offices																				
Carry out annual training sessions for 15 people																				
Select suitable employees who can act as multipliers to pass on knowledge and expertise about the latest innovations on the employment market and in training (technology and traineeships) to school directors and trainers																				
Multipliers take part in trade fairs, exhibitions and summits																				
DB staff organise and carry out south-south exchange between individual countries in Sub-Saharan Africa (see above)																				
Evaluate the multipliers' work																				
DBTA supports national partner in the creation of strategy plans regarding networks and communication																				
DBTA supports the national partner in planning and implementing joint awareness-raising activities in collaboration with other vocational training providers on a national level																				
Initiated by work groups, or by joining work groups, on vocational training on a national level																				
Plan and carry out, at least once a year, a joint vocational training event with public and private stakeholders on a national level																				
Plan and carry out, at least once a year, a joint advocacy event with public and private stakeholders on a national level																				

5.2 Project measures – description, methods and tools

(incl. contributions to capacity-development at the project-executing agency and target group organisations)

5.2.1 Module 1 – Capacity Development

In order for management and teaching staff at Don Bosco vocational schools to contribute sustainably to better employability for marginalised young people and to ensure that they are competent partners in the field of employment market-oriented, holistic vocational training, a comprehensive range of capacity-building measures will be carried out as part of Module 1.

For the **directors and administrative staff** at Don Bosco vocational schools, a four-module **training programme** is developed (**including a staff development plan**). These will cover organisational management, finance management, entrepreneurship and sustainable development. The latter has a strong bearing on the content of Module 5 – Green TVET. In this first phase, the programme is intended to help at least 40 per cent of Don Bosco vocational schools in Sub-Saharan Africa establish a transparent and functional management system, and enable work processes to keep improving. As

a core element, the training programme aims to foster a better understanding of financial aspects, as the vocational schools must ensure that they become more financially independent from projects in the medium term. Each module is 2.5 days in duration, so two modules can be combined in a one-week training period. They will be offered annually as of 2019: twice a year for anglophone participants, twice a year for francophone participants and once a year in the lusophone region. In total, the training programme for school management will be carried out five times. Module 1 benefits from the existing infrastructure provided by the Salesians of Don Bosco in Sub-Saharan Africa, so prices for accommodation and board are considerably lower than those of other providers. The cost of one course with 30 participants including flight, board, accommodation and trainer is approximately €21,000. For five such courses, the total costs will run to €105,000 per training module and thus to €420,000 for 150 people altogether during the entire duration of the project (Budget Item 1.2.4.).

Table 1: Costs per training module - Capacity Development

Number of participants	Number of days	Costs per person per day (flight, board, accommodation)	Costs trainer per day	Total
30	2.5	€240	€1,200	€21,000

In addition, one **training programme including staff development plan for teaching staff and trainers** will be developed to strengthen the pedagogical and methodological competencies of the teaching staff. The aim is to ensure that their skills live up to current requirements for lessons that meet the needs of the target groups and employment market. The training programme consists of two parts and firstly covers the preventative system practised by Don Bosco. Order founder Johannes Bosco viewed the educator primarily as an "assistant"; someone who took an interest in the students; who was attentive and supportive; who was sometimes encouraging and sometimes demanding of the young people. This style means that Don Bosco educators are there for the young people both physically and emotionally. The Don Bosco teaching approach involves a collaborative, participative interaction with the young people. It is characterised by mutual trust and an honest interest in the young people. This is the core of SDB work around the world, so it is particularly important that non-religious employees also interact with the target groups in this way. Until now the Order has not offered any training, further training or advanced training in pedagogical and methodical fields. Thus a process of institutionalisation takes place. To facilitate this, nine multipliers are trained, of which three per language zone offer further training courses on pedagogy and methodology as part of Don Bosco's vocational training. A special focus lies on teaching soft skills in relation to the world of work. These include, for example, problem-solving strategies, self-presentation, personal goal-setting, etc. For one week of training, costs are only incurred for flights, accommodation and board; the trainer is provided by the Salesians free of charge. Trainer travel amounts to €10,800 (nine people x €1,200; Budget Item 1.2.4). For the further training, there is a budget of €5,000 for material costs in each language zone i.e. €15,000 (Item 1.2.4). As of 2020, five training courses will be delivered annually, of which two are francophone, two are anglophone and one is lusophone. They are designed for 25 participants, so 375 teaching staff can benefit. The training courses take place five times every year, with expenses amounting to around €60 per participant (€22,500 for 15 training courses). In total, costs amount to €48,300 (Item 1.2.4.).

The third component of the module on Capacity Development is also geared towards technical aspects, and consists of **adapting selected curricula to the requirements of the employment market**. This happens in combination with organising corresponding training of trainers and developing precisely tailored didactic material. Existing training regulations, particularly the facilities' own regulations, must be evaluated by DBTA, and any gaps must be analysed in respect of structure

and development of training, duration of training, and learning aims (knowledge and skills). The employment market study described in Section 2.1 shall form the foundation here, as will the associated feedback from companies. In this phase, a total of six curricula are to be identified for reworking: on agriculture, hairdressing, bricklaying, ITC, electrics and tailoring. Subsequently, an expert team will be put together, comprising two Salesians and three external curriculum experts, who will take on the revisions. Costs amounting to €9,200 (Item 1.2.8) are incurred for the preparatory measures, including a briefing workshop for the team (1,200 per person incl. flight, accommodation, board, moderation) at the start of the programme. As things progress, the team is to coordinate and determine the essential points of the training regulations (see above). As far as state curricula are concerned, there will be close coordination with the responsible ministries. The overhaul of the selected curricula (performed by the expert team) is deemed a consulting service. There will be a one-week meeting regarding each curriculum, which will be used to concretise proceedings and specify which content is to be reworked. The curricula should reflect the unique features of Don Bosco's teaching principles. Costs per curriculum amount to €44,000 (i.e. €264,000 in total), plus costs amounting to €6,000 for manufacturing costs (Item 1.2.8.).

Table 2: Costs of reworking each curriculum (€44,000)

Experts	Number	Costs workshop per person	No. consultant days	Costs consultant days	Other costs per day	Total
Experts Don Bosco vocational pedagogy	2	€1,000	30	€250	€10	€17,600
Experts professional field	1	€1,000	30	€250	€10	€8,800
Expert training regulations	1	€1,000	30	€250	€10	€8,800
IT / Graphic design	1	€1,000	30	€250	€10	€8,800

There are also plans to digitalise the core learning content of the curricula, so it can be provided online too. To make videos and interactive educational tasks as well as to update content, the local partners estimate costs of around €21,333 per curriculum, therefore totalling €128,000 (Item 1.2.8). This encompasses, in particular, the task-oriented preparation of learning content, which will focus on gaining skills for current and future professional activities in independent learning situations that reflect reality. This includes theoretical foundations, practical applications, exercises, interim tests and simulations as well as transfer activities.

Next, per curriculum, nine people (three per language zone), totalling 54 people, will be trained on how to use online content at three Train-the-Trainers events. Costs per person are approximately €1,000 including flights, board and accommodation; totalling €54,000 (Item 1.2.8). As a pilot scheme, half of the people are to be given the opportunity to do two-week hands-on training at companies. This serves to align the learning content with the training regulations as practised at the companies, and, where necessary, to coordinate suggestions for improvement alongside business experts. A budget of €11,350 over three years is planned, which corresponds to around €30 per person and day for accommodation, board and transport (Item 1.2.8.1.2.8). Furthermore, the possibility of collaboration with GIZ as part of the so-called Africa Cloud initiative will be examined with the BMZ (Federal Ministry of Economic Cooperation and Development). This is a SAP-based e-learning system.

Selected vocational schools will be regularly visited by DBTA (€18,000; Item 1.2.3). Experiences will be compared regularly, principally looking at the digital learning content in order to collect results from theory and practice and to formulate recommendations for developing the online content further. A member of the curriculum team and a specialist in digital learning software will then integrate the experiences; this is deemed a consultancy service. In Item 1.2.8 there will be costs of around €27,000, of which €15,000 relate to the exchange of experiences (travel costs, material, technology) and €12,000 to the consultancy service for two people (24 days each; €250 per day).

5.2.2 Module 2 – Modernisation

The second module covers mainly contains technical aspects, and is designed to help improve quality and relevance i.e. the employability of young people by implementing a range of modernisation measures in selected DB vocational schools. The results of the employment market studies from 26 countries form the essential foundation of this. So, knowledge-based, participative planning approaches regarding structural improvements should help to take into account current standards and trends on the employment market. This applies in particular to fragile contexts, where the SDB are also present with their vocational training offers, as mentioned above (see Section 2.1). The local partners wish to expand their range of services in these areas, and as a way to contribute to peace and stability, taking specific local contexts into account, in particular the needs of the target groups.

The first component of the module consists of modernising the equipment and furnishings for training courses in the seven selected vocational schools, four of which are located in crisis countries (see Attachment 7). These are sites in Lilongwe/Malawi, Tshikapa and Kinshasa/DR Congo, Mandelia/Chad, Rango/Rwanda, Juba/South Sudan and Bobo-Dioulasso/Burkina Faso. As described, the equipment in most of these schools no longer meets the requirements and expectations of companies as regards the knowledge and skills of potential workers. By the end of the project, the selected training courses (see Chapter 2.1.) are, firstly, to be equipped gradually as befits the needs of the market, and will ultimately also meet national standards. As described, requirements will be determined based on the findings of each respective employment market study undertaken (see Chapter 2). This is to be confirmed and assured by the authorities. Surveys will be sent out to companies as part of the employment market studies, and this will serve to establish initial contacts with them. Where possible, these contacts should be asked to lend their expertise in helping to plan the correct equipment; this will help to fulfil expectations as regards learning goals and skills. The DBTA will carry out a launch workshop with the local partners, in order to determine work packages and activity plans, as well as to clarify financial and administrative issues. A contract, for which the respective Order province will be liable, will be concluded with the centres. 40 participants are anticipated to attend the launch workshops. In addition to DBTA, school managers and responsible parties from the local project offices in the Order provinces will be involved, at the minimum. €1,200 is calculated per participant for flights, accommodation and board, running the total amount for the preparation workshop to €48,000 (1.2.4.).

A total of €400,000 is budgeted for the necessary investments in equipment for the training courses at the vocational schools (Item 1.1.1). This is divided as follows:

Country	Site	Trade	Amount
Burkina Faso	Bobo-Dioulasso	Electrics	€80,000

DR Congo	Tshikapa	Construction, electrics	€50,000
	Kinshasa	Construction, electrics	€50,000
Malawi	Lilongwe	ITC, tailoring, welding	€70,000
Rwanda	Rango	Hairdressing, cookery	€50,000
South Sudan	Juba	Construction, ITC, electrics	€50,000
Chad	N'Djamena / Mandelia	Agriculture	€50,000

In many cases, technical labs and necessary buildings do not meet the national standards, as they are outdated. They are to be modernised and repaired by the end of the project at the sites in Juba, Rango, Tshikapa and N'Djamena. The following measures are planned:

In Juba, new opportunities will be created for training in bricklaying and painting/decorating on the Salesians' premises, by building an L-shaped annex onto the existing workshops and by closing a gap between buildings. The department will be given a small office and a storage room (15 or 17 m²) within the L-shaped structure (306 m²). Practical bricklaying training will take place in this building. An existing gap will be closed by inserting a rectangular room there (approx. 169 m²). The painting training will take place here. In Rango, due to state requirements, a new teaching building must be erected to replace an existing wooden barrack. The L-shaped, two-storey structure contains five classrooms (approx. 294 m²), a staircase (153 m²) and four management rooms (each approx. 15 m²).

In Chad, in order to modernise the agriculture department in N'Djamena/Mandelia, a stall for pigs is to be built with 16 pens, as well as three buildings to store agricultural products/seeds and a small toilet/shower block. Furthermore, two accommodation units for teaching staff and trainees are to be constructed. In addition, the cultivation area for seedlings is to be prepared; equipped with drainage and an irrigation system with water tower. To protect the land and the animals, the premises will be encircled with a secure wall.

In Tshikapa (DRC), a simple hangar will be erected spanning 480 m²; this will be used for training in construction and electrics. The hangar-like building also contains simple, separate rooms for offices and storage as well as sanitary facilities (WC). The workspaces are to be set up in two equal parts per training course.

The second component of the module involves investment in infrastructure. Where possible, the private sector should contribute to the planning. The necessary adjustments to be made are determined from the results of the employment market studies, as described in Chapter 2. To meet national standards, the responsible authorities will be involved. In this respect, €888,000 is to be spent on construction measures (Item 1.1.2).

Country	Site	Trades	Amount
DR Congo	Tshikapa	Construction, electrics	€200,000
Rwanda	Rango	Theory lessons	€150,000

South Sudan	Juba	Construction	€338,000
Chad	N'Djamena / Mandelia	Agriculture	€200,000

The third component includes identifying two new training branches using validated data from the employment market studies. These branches will be introduced successively in the six selected DB vocational schools for 300 young people (20 % girls/young women) by the end of the project. The main aim here is to develop qualification programmes or introduce new training courses that do not require high investments (e.g. hairdressing in Rango/Rwanda or welding in Lilongwe/Malawi). It is anticipated that forward-looking training courses of this nature will be supported by the private sector in at least five DB vocational schools, where possible with practical, hands-on work placements, orientation days or scholarships. The two training fields will only be specifically determined over the course of programme activities.

In addition to investments, it is important to ensure that new equipment and machines are used and maintained. Capacity development measures must therefore be incorporated to this end. At least four trainers from the ten centres will thus be given the corresponding technical training; this makes a total of 40 people over three years. As a pilot scheme, people from the private sector should be encouraged to get involved either as participants or even trainers. However, the training sessions are mostly organised by the machine/equipment providers, so the budget for this is already incorporated in the investments. Therefore, investment need only be made in adapting materials for further training in equipment maintenance and operation; a total volume of €50,000 (Item 1.2.4). Furthermore, where necessary, technical follow-up training sessions will be carried out at specific schools for the trainers in project years two and four. For 10 training sessions, this is budgeted at €500 each, i.e. €5,000 in Item 1.2.4. This covers the technical areas at the centres of excellence and technical training courses (solar facilities, biogas systems, water installations, ITC areas). DBTA will provide intensive support when implementing the measures, including regular visits on site in order to monitor progress and check whether stipulations contained in the guidelines and contracts are being complied with. In Item 1.2.3, €24,000 is planned for travel costs for DBTA staff over four years. This includes transport costs as well as necessary expenditure such as visa costs or insurance.

For the first time, employment market research will be applied extensively, to establish a reliable set of data for planning the vocational training. Experiences from this module, as in Module 1, should pave the way for the further development of Salesian vocational training in Sub-Saharan Africa and in crisis countries too. The positive results of this approach, in terms of boosting the quality and relevance of the training, should ideally serve as a positive example to other facilities in this first phase, particularly in view of the private sector and governments.

5.2.3 Module 3 – JSO

As emphasised in Module 1, supporting the young target groups is an essential element of the Salesians' teaching principles. In the context of vocational training, this involves guiding the young people, helping them choose their vocational field, and delivering the training itself. Due to the confusing situation on African employment markets, job services is also an important tool. To date, the Salesians have only undertaken a few activities in this field; on a local level at the vocational schools. In the absence of broad state services, Job Service Offices take on key significance. Following the comprehensive Don Bosco approach, young people should be equipped to make a conscious decision about which vocational career they wish to follow, looking at the needs of the employment market, with the aim of finding dignified work. In view of this, a Quality Handbook has been created

for Job Service Offices (JSO) by Order provinces as part of the Social Structure Assistance Project. Representatives from all provinces are actively involved in this (see Section 2.1). The quality standards determined as a result of this form the basis for the JSO module. The Handbook is to be implemented on a national and local level. It is important to localize activities, firstly in order to take into account the specific circumstances of national vocational training policies, and secondly to take into account conditions at the centres close to the target group. Ongoing collaboration with the business sector is of equal importance. In this context, JSOs are a key interface between training facilities, political issues and business. Particularly in crisis countries, where the economic situation is very unclear and opportunities are limited, it is essential to support young people during and after training.

The first component of the module is to equip Don Bosco job service officers with the skills to lead and coordinate strategic dialogue with the public and private sectors on a national level (N-JSOs), in order to tackle the issues and concerns of the young people during and after training. Activities are implemented from the facilities from the bottom up, and are lobbied for nationally via the N-JSO. Likewise, N-JSOs are to lend expert support to local activities as regards implementing the Quality Handbook. As part of the programme, N-JSOs from 11 countries will be trained as multipliers over a period of three years. Advocacy work issues will also be looked at in order to facilitate collaboration with additional stakeholders. In their role as coordinating officers, they should have the skills to develop and roll out exchange platforms dealing with current challenges in job services (round tables, dialogue forums, campaigns). The total costs of three Trainings-of-Trainers sessions amount to €40,500 (Item 1.2.4).

Table 3: Costs N-JSO further training

Number of participants	Number of days	Costs per person per day (flights, board, accommodation)	Costs trainer per day	Total
11	5	~€218	€300	€13,500

Two meetings every year will ensure that exchange takes place between 11 N-JSOs and their local JSOs; this will enable them to jointly plan activities on a national and local level using the Handbook as a basis. The measure aims to reach around 40 local JSOs. The costs per meeting are estimated at around €1,111 on average, incurring total costs of around €80,000 (Item 1.2.4) for six meetings in three years and in 11 countries. They include travel costs, board and work materials. This will ensure that N-JSOs and local JSOs are able to exchange experiences, best practices and planning approaches in systematic and institutionalised framework.

In order to attract the attention of other stakeholders, various events are also planned, as organised by the N-JSOs. These include presenting and discussing the results of the national employment studies as well as the JSO Quality Handbook with the relevant stakeholders. The events are considered discussion forums and do not require any particular outlay. In Item 1.2.5, around €18,000 is budgeted for spending on premises, technology, translation, creating documentation and possible assistants, where required. Organising and implementing meetings with stakeholder groups from the realms of politics and business is considered more important and more resource-intensive; these meetings are to take place every two years. This should already be taking place in all countries as of 2019. In this context, it is important to make best-practice examples visible and to strengthen thematic exchange with the groups. Over four years, costs amount to €60,000 (Item 1.2.5). In the best case, efforts will be made to encourage the respective governments to adopt standards for observing the employment market and finding work placements.

Table 4: Annual budget best-practice sharing

Number of meetings per year	Costs per meeting	Costs per participant for minimum 10 (material, board)	Total for 11 countries
6	€2,500	€250	€15,000

It is also the task of the N-JSOs to enhance the image of vocational training by means of concerted activities. The aim is to make vocational training attractive as a career option again. In view of this, there are plans to launch small campaigns in collaboration with public vocational training providers. The 11 N-JSOs will be given a small annual budget of approx. €680 each. Possible ideas include creating radio and TV adverts or print materials. Costs amounting to €30,000 (Item 1.2.7) will therefore be incurred over the entire run-time. In addition, a pilot scheme for eight N-JSOs to hold an annual joint national event focussing on current challenges in vocational training is planned; the event will be organised in collaboration with chambers, micro, small and medium enterprises (MSMEs) as well as public players over a period of three years. The budget per event is around €2,500 for materials and logistics, totalling €60,000 over three years (Item 1.2.5). It is anticipated that at least six N-JSOs will have established and documented good cooperation with at least one public or private player. In at least ten countries, the SDBs should be part of multi-stakeholder work groups on vocational training by the end of the project, either by joining them or having initiated the approach themselves. They should put forward their own suggestions, which are at the very least discussed and in the best case adopted.

The second component of the module is to strengthen the local job service offices. The aim is to build them in a functional manner in the DB vocational schools and to integrate them into the facility management structure. Only 17 out of 102 schools run job service offices to date – these are of varying levels of quality and reach. Through the global programme, 30 new JSOs are to be recruited. Selection is made based on the results of the employment market studies and with respect to Module 2. They organise standardised, employment-oriented services for around 12,000 young people. At the start of the programme, there will be a three-day workshop for selected N-JSOs as well as a number of school directors (10 people). They are to work out a monitoring system together, as well as an induction programme for the JSO local work. After this, one N-JSO per Order province will attend an additional workshop to prepare for implementing the induction programme for new local JSOs in their respective country. The costs for the first workshop (10 participants) including flights, accommodation, board and material run to around €1,200 per person; the costs of the second workshop (18 participants) will be the same. Together, costs total €33,600 (Item 1.1.1). Job descriptions and work materials will also be created e.g. templates for the work of the local JSOs. We plan to use €5,000 for meetings, creating materials and creating online content for JSOs (Item 1.1.1).

The Order provinces alone are responsible for selecting the 30 new local JSOs; the provinces must also ensure and demonstrate that they are able to pay employee wages by themselves. Through the programme, the 30 new JSOs receive only basic equipment; this is sufficient to get them up and running. In addition to the basics, such as office furnishings and a laptop with printer, transport will also be funded (for example, a small motorbike). This is necessary in order to ensure that contact can be made with local businesses. The budget per local JSO is €6,000, thus totalling €180,000 for equipping 30 new Job Service Offices and ensuring that employees are mobile. The provinces will be responsible for procurement; however, this will be in close coordination with DBTA. The costs are outlined in Position 1.1.1.

Thanks to the work of the local JSOs, we anticipate that there will be greater connections and cooperation with local businesses and authorities on a municipal level and in the districts. There is

great potential here. These contacts should not only be used to offer the young people good employment prospects, but to exploit additional synergies that will strengthen these relationships. This includes tackling local issues together, in close coordination with the stakeholders. As a result, at least one joint awareness-raising campaign on vocational training as a career option should be organised in collaboration with local MSMEs. Two points are the focus: firstly, boosting the image of vocational training. Schools subsequently report growing interest in vocational training among young people. In 10 schools, the local JSOs should also help to support the young people with the aid of at least two local MSMEs with options for work placements, orientation days or even scholarships, among other things. Per campaign, planned costs are around €1,550 (30 events). Over a period of four years, expenditure of around €46,500 in Item 1.2.7 is reflected in the budget as a trade event.

5.2.4 Module 4 - Green TVET

To date, DB vocational schools (both in terms of management and teaching) have demonstrated only a limited and very unstructured knowledge of environmentally-friendly behaviour. However, vocational training presents considerable potential for promoting ecological topics, which could have a huge impact in a network consisting of 102 vocational schools, given how they could be perceived in the long term by the outside world (see Section 2.1). This comprehensive module, Green TVET, reflects serious efforts on the part of the Don Bosco Order to commit more strongly to environmental matters. The Don Bosco Green Alliance was created, gaining over 100 member organisations in one year, including the DBTA. The SDBs wish to encourage more positive decisions to be made in terms of sustainable and environmentally-friendly action in Africa, and to do so they wish to dedicate greater efforts to this field.

In essence, the Green TVET module is effected among the target groups and centres themselves. The first component of the Green TVET module is therefore based on the understanding that DB vocational schools have limited knowledge about environmentally-friendly action and an unstructured approach to practical measures. Pupils are actually confronted with the problem of waste on a daily basis, both in terms of teaching and production (e.g. used oil, water, used metal, wood waste, plastic, use of the generator) and in terms of their own household waste and water consumption. As we are seeing at the moment in Europe, young people are pushing sustainability issues forward and there is huge potential for generating impact (Fridays for Future). However, it is vital to build up the knowledge first of all. As such, 15 DB vocational schools with around 4,500 young people have been selected as pilot schools (see Chapter 2.1, Attachment 8). Key selection criteria include the willingness and ability of the province and/or national office of the Salesians, as well as existing potential according to the employment market studies. Local energy poverty and ecological problems are also a factor. An important factor in the decision was also the existing number of vocational schools, in order to reach a significant number of pupils. A launch workshop will be conducted for the selected vocational schools involving responsible parties from their provinces. At the event, implementation plans will be developed and there will be clarification as regards responsibilities and processes. The perhaps eight-day workshop for 24 people and two DBTA representatives is budgeted at €46,700 in Item 1.2.4. In total, costs consist of expenditure for preparing training content and work materials and the actual workshop costs (around €1,946 per person for flights, accommodation, board, producing materials, translations).

The foundations for this are laid by creating educational material in three languages (English, French, Portuguese) on the subjects of water consumption, waste management, solar/PV and biogas, and by training 15 so-called Green Facilitators as well as three additional people to make up the Action

Teams (see below). To create the materials, there will be manufacturing costs of around €22,500 in Item 1.1.1. Training the Green Facilitators will incur costs of €1,200 per person per one-week training course. A total of two training sessions per language zone will be carried out by DBTA twice, for seven participants each. The total costs will therefore be €100,800 in Item 1.2.4. The idea is to teach around 4,500 young people how to reduce waste and water consumption themselves. As a result, there should be a visible reduction in inorganic waste and water consumption in 15 DB vocational schools.

Raising awareness about environmental matters among the young target groups is a key building block for further activities in Module 4. This is intended to encourage the foundation of Green Clubs for at least 450 participating young people in the 15 vocational training centres, each of which will be supervised by the local Green Facilitator as a mentor. The idea behind the Green Clubs is to encourage young people to engage actively in a variety of environmental topics, and to help centres introduce sustainable practices. It is important for them to be democratic in their approach and reach mutual agreement; in doing so, they will learn how to discuss shared positions on different topics and decide on their political aims. The role of the Green Facilitators will be to get the process moving, to moderate and to offer workshops on the aforementioned topics as part of the Green Clubs. Furthermore, there are plans to implement an annual awareness-raising campaign per country to coincide with African Environment Day and World Environment Day. These include, for example, public campaigns such as joint clean-ups, tree-planting, or even workshops on topics such as recycling. The aforementioned training material will also be used here in particular. This incurs costs for materials such as cleaning materials, buying tree saplings and putting up info boards at the vocational schools for the Green Clubs. €72,000 is budgeted for this in Item 1.2.6. In addition, open door days will be organised in all 15 vocational schools in order to present best practices to the public and/or the relevant stakeholder groups. For the logistics and organisation of these events, another €72,000 is planned (Item 1.2.5); this corresponds to a budget of €4,800 per centre. In the first 12 months, the Green Clubs' activities will be documented and best practices will be gathered. A Green Practice Handbook will also be developed for further activities at the centres, which Green Clubs can start using at the end of 2020. Costs for this amount to €18,000, including design, printing and translation (Item 1.1.1). In addition, murals and signs featuring positive messages are to be put up at the centres to attract visitors' attention and position important messages. Local tree nurseries should be set up to be able to carry out planting campaigns in the future, without incurring any further costs. These small-scale measures in 15 centres are budgeted at €25,000 in Item 1.1.1. Each Green Club should be given a budget of €2,100 to ensure better visibility. The budget includes the manufacture and purchase of shirts, caps, banners, flyers and other PR materials such as student magazines. For 15 Clubs, this is a total of €31,500 also in budget item 1.1.1 (see Attachment 8).

A number of measures are also planned in terms of technology at the vocational training centres; the idea here is to strengthen the use of green technologies and environmentally-friendly practices by running a pilot scheme in the 15 selected centres (see Section 2). Here, it is a case of introducing practices on waste prevention and sustainable water management. Knowledge of renewable energies should equally be put to good use in order to reduce the consumption of fossil fuels. There will also be checks on how far green topics and practices can be integrated into existing training regulations and/or curricula. A total of five workshops will be held over three years; two in anglophone countries, two in francophone countries and one in a lusophone country. Participants (around 10 people/workshop) will comprise representatives from local governments and companies as well as Green Facilitators and Order province representatives. Costs per workshop amount to €15,500 (€1,200 per person for flights, accommodation, board and materials, plus costs for an

external moderator per day); this totals €77,500 in Item 1.2.8. The results should be fully integrated into two centres in Bujumbura/Burundi and Onitsha/Nigeria on a pilot basis. These two centres are to be set up as green centres of excellence in order to institutionalise hands-on experience and knowledge about environmental topics and enable them to be further developed in the long term.

In addition to developing the previously mentioned capacities, larger investments are also necessary to the tune of €65,000 (Item 1.1.1). These areas encompass renewable energies, water and waste water management including WASH topics, as well as waste management including electronic waste. There are plans to install energy-efficient lighting and replace inefficient devices (€4,000); to install organic septic tanks (€24,000) and rainwater collection systems with at least 200,000 litres (€25,000); to develop a waste collection system including recycling (€10,000); and to install small biogas systems (€2,000). The largest items involve installing 40-60 KWA solar energy systems in the two centres, including equipment in training courses (see Module 2). The costs for this are €420,000 just for the relevant material in Item 1.1.1. The largest items of expenditure are the 240 solar modules (€32,400), 72 batteries (63,000) and 13 inverters (€56,300) per system. The remaining costs relate to the installation of additional equipment including a learning unit for students (€58,3000). While the SDB coordinates the work, these systems will be installed in close cooperation with expert staff, teaching staff and electricians trainees. The teaching staff will also be trained up on how to maintain the systems. Knowledge gained from operating the various ecological systems and components will be gathered and shared at least once a year at a joint event with the relevant stakeholders, in order to prompt dialogue with political decision-makers and companies on environmental issues, and to discuss green concepts at the vocational training centres and beyond. Over a period of three years, a total of 40 round tables at the 15 centres are planned: the budget is €1,500 per event (€60,000; Item 1.2.5). The goal is also to encourage at least ten of the 15 DB vocational schools to agree a MoU with the relevant public and/or private stakeholders in the field of climate protection and environmental protection i.e. ecological sustainability.

The final component of the module is to set up so-called Action Teams in three countries, who will hopefully achieve a larger external impact as regards Green TVET issues by getting out into the surrounding areas. The teams will conduct regular measures outside of the 15 schools in Angola, Madagascar and Kenya, in order to raise a greater awareness of the topics mentioned with the support of the Green Clubs. This is also a pilot scheme. For this purpose, a Toyota Land Cruiser (three vehicles) will be procured in each country; they will be equipped with visual aids on topics such as collecting rainwater, energy efficiency (LED lights) and renewable energies (e.g. Insel PV systems). Costs for procuring and modifying the vehicles are €285,000 in Item 1.1.3. One driver and one presenter will be hired for each vehicle (see 5.4). In this initial pilot phase, the running costs are to be borne entirely by the programme. In a possible follow-up phase (intending to build on these activities), most of the running costs should be borne directly by the facilities. The costs cover maintenance and running costs for the vehicles as well as a kind of daily allowance during campaigns lasting several weeks (5x1 weeks/year) for the six people. This corresponds to approx. €350 per person per week for accommodation and board while on the road. In total, there is a budget of €64,000 for material costs (Item. 1.2.1) over a period of three years starting in 2020.

€18,000 is proposed for internal monitoring as travel costs (Item 1.2.3).

5.2.5 Module 5 - Networks

The fifth module is of vital importance as regards communication between the modules. Two aspects are summarised. Firstly, greater cooperation within the network on a local and national level is

pursued. The aim is to consolidate the DBTA network approach through the transfer of knowledge and shared learning, and to document best practice experiences systematically and share these among all centres. The managers responsible for the module play a key role here; they will be recruited over the course of the programme (see 5.4). They bear full responsibility for coordinating all activities and tasks, and for monitoring within module activities. In order to ensure exchange between modules and the people running them, an exchange platform will first of all be set up on the DBTA website. The responsible parties will ensure that information and experiences from the modules are collected and documented, so that this information can be viewed at any time. Shared learning and the transfer of knowledge becomes sustainable when exchange happens immediately and directly. An annual meeting will ensure this as well. Participants have the opportunity to ask questions on the general organisation of the work, to engage in intensive discussion and to learn from one another. By organising and implementing south-south exchange among DB staff, and between individual countries in Sub-Saharan Africa, best practices become transferable; this will serve to reinforce the work of the partner overall. If necessary, the Don Bosco programme coordinator will offer ongoing support in developing organisational skills for national DB players and for DBTA, based on their requirements. About halfway through the project, there is to be an internal analysis of whether there are any recognisable positive changes as a result of shared learning. Findings should be comprehensively analysed and presented to the network in order to make further use of these aspects, and to strengthen them. In this context, individual countries should be given support to engage in activities across the modules and to transfer them accordingly. The component can profit from existing structures. As there is already a website, integrating an exchange platform will be straightforward, incurring no further costs. The annual network meeting is already institutionalised, so it does not require any further financial expenditure. DBTA and Don Bosco Mondo usually take care of the organisation and moderation. To carry out the south-south exchange, relatively low travel costs are incurred per person of €1,125 (flights, board, accommodation). This should be of particular benefit to structurally weak countries; the idea is for these to learn about best practices through these network meetings. The key requisites are the willingness and the necessity to implement a number of aspects into their work own on a quasi binding basis. Thus, emphasis should be placed not only on the usefulness of such mutual exchange, but also on a needs-oriented approach. The total budget is €13,500 (Item 1.2.5).

The second component combines measures and activities in order to improve external communication and impact in a targeted fashion. Module 3 - JSO already covers approaches that are geared towards local circumstances, and which place business partnerships at the forefront of action. In this module, these approaches are to be strengthened on a political level. Firstly, this will focus on capacity-development measures that are intended to serve all 35 countries. These are not integrated in Module 1, because the topic of networking is of key significance as regards the programme goal and is therefore addressed as a core issue in this overarching module. The aim is to establish strategic approaches on a national level (see Chapters 2 and 3), in which the work of the JSO is fully consolidated. A three-language training programme on business partnerships and on collaboration with government offices is under development. In order to cover the requirements of 35 countries, a total of 15 people will receive further training, designed to boost political and business contacts via the work of the JSOs and to provide support nationally by lending their expertise. These will be people who are responsible for vocational training strategy in their countries, and who form a work unit with the N-JSOs. The training programme runs over a period of three years, with one annual one-week workshop starting in 2020. €74,000 is available for the training programme, of which €2,000 will go on development and €72,000 on training (Item 1.2.4).

Table 5: Costs per training networking

Number of participants	Number of days	Costs per person per day (flights, board, accommodation)	Costs trainer per day	Total
15	5	€240	€1,200	€24,000

One person per language group will be selected from this circle at the end of the third year; these participants are to pass on their knowledge in their language zone on a national level. To do so they will also receive separate individual intensive training. €5,000 is planned per person; including course costs amounting to €2,500, plus flights, accommodation and board (totalling €15,000; Item. 1.2.4). In the first phase of the programme, there are plans for the multipliers to provide support in creating a network and communication strategy in six countries (two per language zone), in order to systematise approaches in business cooperation and political work (this is intended as a pilot approach). The costs amount to €48,000 in budget item 1.2.4. The multipliers will conduct two workshops per country, following their further training. The budget is around €4,000 per workshop. This includes travel costs of €1,000 as well as €3,000 for material costs (travel cost budget for national participants, material costs).

Furthermore, the 15 people will receive around €10,000 as an event budget (materials, logistics, technology, board) per person €75,000 each for campaigns (1.2.7) and industry events (1.2.5) over a period of three years starting in 2020. This corresponds to a budget per event, per person and per year of approx. €1,667. A joint, national political event with public and private stakeholders regarding vocational training is to be implemented at least once a year. There are also plans to carry out a joint advocacy event with public and private stakeholders on a national level at least once a year. Youth groups should be brought on board to clarify their standpoint. In these terms, a greater number of strategic partnerships are intended to be initiated with the public sector in order to raise the profile of Don Bosco. The aim is to invite SDB representatives on a national level to state-organised discussions, workshops and meetings, and to contribute actively to political decision-making. At the same time, a complementary aim is to strengthen private business partnerships on a national level, particularly with large companies or chambers and associations. This is, firstly, to adopt a concerted position towards governments and, secondly, to forge wider connections with the employment market bearing in mind the needs of the young people and high-quality vocational training. Proven success will be reflected through partnerships established, for example through MoUs or partnership contracts in the broader sense.

As the third component, there will be a push for SDB to take a greater part in trade fairs and exhibitions in order to present their training services. These activities will also be systematised in the aforementioned communication strategies. To date, the Salesians have not participated much in such important forums, even though they are opportunities to find out more about other stakeholders. In addition to their own appearances, the Salesians should also be able to attend trade fairs and exhibitions in the national and international context. Another reason to attend would be to open up the Salesian vocational training system to wider view. To date, there has been a lack of empirical data on these areas, so estimated expenditure is based on research. To participate actively in exhibitions, ten selected training school centres should be provided with €5,000 each (€50,000 in Item 1.2.5). This covers travel costs for one person, stall fees as well as the costs of equipping a small stand. The focus is to be on individual branches or training courses, not on the school's overall services. This makes it easier to network and raise the profile of specific subjects, especially those in which the Salesians enjoy a good position. To attend relevant events, a pilot scheme will be run whereby five people from three language zones (2/2/1) will each receive €2,500 annually (totalling €37,500). Expenditure will be summarised accordingly in Item 1.2.5 for expert events. This concerns,

in particular, suitable teaching staff from training courses that are identified as being forward-looking in the employment market studies. Participation at trade fairs and exhibitions is an important building block, because Networks also means being informed about the latest trends and innovations. Knowledge gained should then be passed on within the network.

5.3 Supporting measures, coordination and monitoring

Responsibility for the programme is borne by the DBTA office (in the form of the programme manager) as well as by the Don Bosco Mondo coordinator. The coordinator in Bonn will spend 50 % of his/her work time on the programme. Costs are degressive. In addition, four project support trips are planned for €4,000. The programme manager is the specialist appointed by Don Bosco Mondo, and will not incur any additional costs as part of the global programme.

In the DBTA office, four additional people will be recruited to spend 100 % of their time on the work, in order to coordinate the content of the five modules (see 5.4) in close collaboration with managers and the coordinator in Germany. They travel to the sites at regular intervals in order to keep track of the measures taken. Costs have already been set out within the module and amount to €60,000 (see above). A position in PR will spend 20 % of work time on coordinating all PR measures as part of the programme. Furthermore, two jobs will be created in administration, dedicating 100 % of work time to the project. These are: an administrative position to provide assistance to the programme and an accounting position in order to ensure that spending is calculated properly. A driver (20 %) will also be hired, who will mainly take on supply runs and shopping trips for the office. As the DBTA office is located in the district of Karen, on the outskirts of Nairobi, a vehicle is to be procured for the office in order to cover business and administrative trips to the centre. The distance to the city centre, banks, the airport and other important facilities is at least 20 km from the office. The costs of procuring a good city car e.g. a Toyota Corolla, are around €17,000. A vehicle will also be procured for the purposes of project monitoring in Kenya, Rwanda, Burundi and South Sudan. This should cover an annual mileage of 20,000 km. The costs of procuring a reliable vehicle e.g. a Toyota RAV4 or a similar model are around €35,000. In total, this incurs €52,000 in budget item 1.1.3.. In order to ensure that the relatively new DBTA continues to function smoothly within the programme, the executive director and his/her representative should also be funded on a degressive basis to perform management tasks (40 % of their working time.) Strong involvement by the DBTA, including on the national level, means that the managing director will be participating directly. He/she is the official contact point for the provincial and national level and will also carry out trips for monitoring purposes. Above all, however, he/she represents DBTA to governments and international organisations and will attend meetings as part of the programme. His/her representative takes thematic responsibility for Green TVET and Capacity Development. He/she is also chiefly responsible for planning the training module in Module 1.

In the office, operating costs of €179,490 are incurred over a period of four years (Item 1.2.1). These include rental costs amounting to around €3,675 per month for an external office in Nairobi, as the premises at Don Bosco institutions are not sufficient for growing staff numbers. The amount reflects to the usual office rental prices in Nairobi. The breakdown is as follows:

Table 6: Calculating operating expenses Office

Calculation of running costs

	2019	2020	2021	2022	2023	Total
Description	EUR	EUR	EUR	EUR	EUR	EUR
Travel costs	1,500	9,000	9,000	9,000	3,000	31,500
Degrressive financial aid	1,500	9,000	6,750	4,500	1,500	23,250
Vehicle costs	630	3,780	3,780	3,780	1,260	13,230
Degrressive financial aid	630	3,780	2,835	1,890	630	9,765
Rent	7,350	44,100	44,100	44,100	14,700	154,350
Degrressive financial aid	7,350	44,100	33,075	22,050	7,350	113,925
Material costs office	2,100	12,600	12,600	12,600	4,200	44,100
Degrressive financial aid	2,100	12,600	9,450	6,300	2,100	32,550
Total	11,580	69,480	69,480	69,480	23,160	243,180
Total degressive financial aid	11,580	69,480	52,110	34,740	11,580	179,490

With growing staff numbers and moving the office, equipment capacity must also be developed for new employees. In total, costs amount to €31,800 (Item 1.1.1). The breakdown is as follows.

Table 7: Equipping the office

Equipment	Number	Unit price €	Total €
Desks	9	150	1,350
Conference tables	2	650	1.300
Chairs	30	140	4.200
Cupboards	18	275	4,950
Network printers	1	2,800	2,800
Desktop printers	2	300	600
Screens	5	320	1,600
Laptops / PC	9	800	7,200
Shelves	10	200	2,000
Mobile phones	10	230	2,300

Projectors and accessories	1	2,500	2,500
Whiteboards, flipcharts, Metaplan boards	10	100	1,000
TOTAL			31,800

The modernisation measures in accordance with Module 2 are monitored by local employees in the centres themselves, or from local SDB project offices. In total, 16 people dedicating an average of six months to the project are to help implement the measures properly. Five local employees will be responsible in Module 4 for implementing the facility measures in the selected centres. 40 % of the workload will be used to ensure that measures are implemented in due order. Likewise in Module 4, as a support measure, 15 teaching staff (as Green Facilitators) will each spend 10 % of their workload on raising awareness as well as planning and coordinating Green Club activities. One driver and one responsible specialist will be recruited locally for each of the three Action Teams; they will each dedicate 100 % of their workload to the project. Costs are not degressive, because these are pilot measures in selected centres, and, as forerunners, they should not bear the costs for all centres if the measures should be rolled out further in a possible second phase.

An independent accountant hired for the project will check the proofs every year and ensure funding has been applied correctly. He/she will also encourage adequate project handling by means of a Management Letter. Costs for this total €52,500 (Item 1.2.2).

In addition to constant monitoring, evaluations are to be conducted in the interim and at the end of the project – this is due to the complexity of the multi-level approach and the associated activities. The interim evaluation is to be performed at the end of year two of the programme (in 2020), so that the initial results are available in spring 2021. Primarily, it serves to observe the work processes: centring on identifying problems when implementing programmes, as well as whether planned time scales are being adhered to. It will also clarify whether measures meet with a positive response by various stakeholders; which conflicts of interest may present themselves; whether there are enough qualified staff available to carry out measures; what communication and coordination is like among the implementing agencies and with the programme's target groups; and whether the planned resources and equipment are adequate for achieving goals. There will be an analysis on whether the relevant developments or innovations are even possible in the first place, or whether it is better to pursue a different course. Due to considerable travel costs and time, €40,000 is planned here (Item 1.5.1). The final evaluation is to be performed at the end of the fourth year in 2022, and presented at the end of the programme. €60,000 is budgeted for this (Item 1.5.2). It serves to determine effectiveness and sustainability and is designed to help provide insight into the Don Bosco Tech Africa network goals and management, as well as to examine cooperation with other stakeholder groups.

5.4 Personnel costs

Item	Description	Number	Scope of work	Responsibilities
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no.				
Project Managers for Modules (Nairobi site)				
1	Project Managers Module 1, Module 2, Module 3	3	100 %	<ul style="list-style-type: none"> • Full responsibility for implementing the respective module • Financial planning and reporting, • Coordinating all tasks and activities as well as assigning experts • Monitor modules • From November 2019
2	Project Managers Modules 4 and 5	1	55 / 45 %	<ul style="list-style-type: none"> • Full responsibility for implementing the respective module (55 % on Module 4 / 45 % on Module 5 proportionally) • Financial planning and reporting • Coordinating all tasks and activities as well as assigning experts • Monitor modules • From November 2019
Staff Module (local site)				
3	Local Project Employees Module 2	16	20 %	<ul style="list-style-type: none"> • Local employees, responsible for implementing modernisation measures in the selected centres; on average six months' on duty • Coordinate purchasing and implementation • Reporting and accounting • 1 from November 2019, 5 in 2020, 5 in 2021, 5 in 2022
4	Local Project Employees Module 4	5	2x 40 % 3x 20 %	<ul style="list-style-type: none"> • Local employees, responsible for implementing facility measures in the selected centres (two centres of excellence and three Action Teams) • Programme planning in coordination with Green Facilitator • Coordinate purchasing and implementation • Reporting and accounting • 1 from November 2019, 3 from November 2019, 1 from January 2020
5	Green Facilitators Module 4	15	10 %	<ul style="list-style-type: none"> • Existing employees of vocational school centres • Moderating and assisting Green Clubs • Plan and coordinate Green Club activities as well as campaigns • Collect and document best practices at their facility • Foster contacts with other stakeholder groups • From November 2019
6	Action Team campaigners	3	100 %	<ul style="list-style-type: none"> • Plan campaigns and training sessions together with their facility's Green

	Module 4			<p>Facilitator</p> <ul style="list-style-type: none"> • Carry out outreach programmes • Responsible for driver • From January 2020
7	Action Team drivers Module 4	3	100 %	<ul style="list-style-type: none"> • Support the Action Team Facilitators • Responsible for maintenance and care of the vehicle • From January 2020
Programme monitoring DBTA (Nairobi site)				
8	PR Officer Nairobi Nairobi	1	100 %	<ul style="list-style-type: none"> • Coordinate all PR measures (social media, print, website) • Support local employees in organising events and campaigns • From November 2019
9	Accountant	1	100 %	<ul style="list-style-type: none"> • General administrative tasks • Preparing financial reports, manage project accounts, manage expenditure lists • Put together all relevant proofs • Prepare and implement payments • From November 2019
9	Programme Manager Nairobi	1	50 %	<ul style="list-style-type: none"> • Full responsibility for implementing the programme • Financial planning and reporting, • Monitor projects as regards content and finances • Technical and financial reporting to Don Bosco Mondo • Thematic responsibility for JSO and Modernisation as well as Networks • From November 2019 – already on site and not financed by programme
10	Executive Director DBTA	1	40 %	<ul style="list-style-type: none"> • Full responsibility DBTA • Official contact point for province and country level • Represent DBTA to governments and international organisations
11	Deputy Director DBTA	1	40 %	<ul style="list-style-type: none"> • Represents Executive Director • Thematic responsibility for Green TVET and Capacity Development • Plan training modules for Capacity Development
12	Administration	1	100 %	<ul style="list-style-type: none"> • Prepare meetings • Put together reports and materials • General administrative tasks • Support programme manager and module manager • From November 2019
13	Driver	1	100	<ul style="list-style-type: none"> • Trips for supplies and shopping • Trips with accountant to bank • Pick up guests

				<ul style="list-style-type: none"> • From November 2019
Programme coordination MONDO (Bonn site)				
14	Programme Coordinator	1	50 %	<ul style="list-style-type: none"> • Full responsibility for implementing the programme in coordination with the programme manager in Nairobi • Advise the project partner on issues pertaining to content and finance as well as on implementing the donor guidelines • Ensure project monitoring (content and finance) including call for funding and payment orders as well as implement programme visits • Assist in the creation of Terms of Reference for feasibility studies and assigning experts • Coordinate all technical and financial reporting to bengo • Foster contacts with experts in Germany / Europe • From November 2019

€618,220 is incurred for salaries.

6. Cooperation with other key stakeholders

Summary

[approx. 10 lines / after the summary comprehensive explanation where necessary]

Networking aspects make up a considerable proportion of the global programme. Due to strong focus on the private sector as well as on responsible government authorities, a greater number of partnerships is to be established with the relevant players. Particular attention is paid to measures taken by other players in terms of development policy. In particular, contexts will be explored in which the GIZ (via SV vocational training), SEQUA (Archipelago programme) or similar players such as DFID (e.g. Nigeria) and AFD (e.g. Chad) support vocational training reforms and/or carry out sector programmes and projects.

Close collaboration already exists, including with the European network of Don Bosco NGOs (DBN). There have long been connections with a broad range of multilateral, international and national government and non-government organisations via the Order's structures. The Salesians of Don Bosco, for example, hold advisory status in education at the UN in New York. DBTA also supports local partners with its contacts to UN initiatives (UNEVOC, IIEP), AfDB initiatives, and the French-speaking world. Such actions will be concretised as part of the launch workshop at the start of the programme.

The following measures are planned on an overarching basis:

- At the end of October an agreement will be negotiated with the BMZ and GIZ regarding use of the Africa Cloud in respect of digital learning (Module 1).

- GIZ is asked to agree on synergies as regards the Energising Development (EnDev) programme in Module 4 Green TVET for Madagascar, Burundi and Kenya in the fields of solar, biogas and water.
- Collaboration between Don Bosco and GIZ in the field of vocational training in Mozambique encompasses, among other things, implementing the Don Bosco job services concept. Initial conversations with DBTA have already taken place. This partnership serves as a model example for upscaling the content developed by Don Bosco. There will be an analysis of the steps necessary to upscale the model in the programme countries.
- In collaboration with the African Union (specialist areas: science, technology & human resources), several options for support are already being examined. Close communication already exists, and DBTA has been invited by the AU to join their TVET Cluster. The aim is for the AU to enable access to institutions, especially on a state level, and can address stakeholders on the macro level through joint events. In addition, access should be given to NEPAD.
- The Agence Francaise pour le Développement is asked to share on the topics of energy, water and waste management (Module 4) and the quality of vocational training (Modules 1,2). It is envisaged that relevant AFD national programmes will be established in Angola (water) Madagascar (waste management, funding vocational training), Chad (vocational training, entrepreneurship, job services), Nigeria (energy).
- There has already been exchange regarding GIZ's sector project on vocational training, on the subjects of vocational training and employment market. There will be an analysis on whether approaches are suitable within the programme countries Kenya, Nigeria, Burkina Faso, Malawi, Rwanda.
- There is already contact and exchange with Skill up! The aid agency Welthungerhilfe plans to examine synergies in non-formal vocational training cooperation and networking on the meso level (particularly Kenya).

Agreement and exchange on analysing possible synergies with the following programmes have not yet been planned, but are being pursued:

- Collaboration with the UNDP Joint Programme on Youth in Rwanda
- Collaboration with the UNDP Joint Programme on Youth in Rwanda
- Collaboration with the UNDP Recovery and Resilience programme in South Sudan
- Coordination with the UNESCO programme BEAR II for East Africa in Kenya
- Coordination with the UNESCO programme Advanced Regional Training Programme (ARTP) in Education for Sustainable Development (ESD) For ECCE, Primary and TVET Teacher Educators in Southern Africa for Malawi
- Coordination with the UNESCO programme Strengthening TVET Systems in Eastern Africa: implementing the Mahe Process

7. Risks and risk-mitigation measures

Summary

[approx. 10 lines / after the summary comprehensive explanation where necessary]

Due to the overall situation in crisis countries, there is a considerable risk of conflict on the student level. The Salesians' teaching principles encourage peaceful cohesion particularly in fragile contexts, thus minimising the risk of conflict. Not only the facilities' educational services, but also their leisure/recreational services, help to diminish conflict.

Possible delays at facilities or to infrastructure measures can be prevented by coordinating closely with local structures and establishing the necessary financial plans and time scales in very good time.

The fact that a potentially low number of young women will participate in vocational training services should be high up on the political agenda, as it is an issue that crosses all fields. Advocacy work within the module is very helpful here. As the quota of females at the SDB is still low, a radical increase cannot be predicted. In many places, this state of affairs is also due to generally conservative attitudes in society. The employment market study results will show whether suitable training courses can be adopted in the SDB portfolio, encouraging more young women to take part in vocational training.

8. **Sustainability** (structural, economic, social, ecological)

Summary

[approx. 10 lines / after the summary comprehensive explanation where necessary]

In this initial phase, the programme benefits considerably from the functioning structures of the DBTA network; a network of youth and educational work in 13 Order provinces. The measures pursued in the various modules will have a positive impact on sustainability. Coordinated by the DBTA office, access to institutions and international donor organisations is assured. In particular, the Networks module is designed to strengthen the organisational skills of the local partners by sharing experiences. Increased collaboration with companies and government offices should help to ease strain on the vocational schools. By strengthening management and developing capacities in this area, positive economic developments can be expected.

As part of the programme, the competencies of local Don Bosco partners in 11 countries will be solidified on various levels and in various dimensions. The principle of ownership is the key 'leit motif' here, and targeted empowerment achieved through comprehensive training is crucial for ensuring that vocational training remains sustainable. By adopting the findings from employment market studies (carried out on their own initiative), and by adopting job services concepts (created by working together), real, local needs are taken into account by partners and target groups. They form the basis for maximum identification with the programme's goals and measures.

Structural

Structural sustainability is ensured through the Salesians working closely with local authorities, companies and government institutions, as well as the individual facilities collaborating together internally. Furthermore, this cooperation facilitates networking with other players (such as companies and TVET experts, who make sure that as many graduates as possible are able to find a job following their training programme. The image of vocational training is enhanced by implementing joint activities with the relevant stakeholders. Cooperation with external TVET experts also helps to improve the quality of the lessons, as the teaching staff are obliged to undergo regular

further training. Structural sustainability is also ensured by reinforcing the management level at the centres, thus improving schools' efficiency.

Economic

Most sites benefit from comprehensive investment. As described above, this investment goes to sites in Juba/South Sudan (€388,000), Mandelia in Chad (€250,000), Onitsha/Nigeria and Bujumbura/Burundi (each approx. €245,000), Tshikapa and Kinshasa in DR Congo (€300,000), Rango/Rwanda (€200,000), Lilongwe/Malawi (€70,000) and Bobo-Dioulasso in Burkina Faso (€80,000). From the outset, all sites will assume a high degree of personal responsibility, as the staff, maintenance and running costs are borne by the Order provinces themselves. This commitment stems from, among other things, an understanding of the needs which they previously identified on their own initiative; at the same time, it is also relevant to partnership work from the perspective of development policy. The Order provinces thus guarantee that they will take on subsequent costs as relating to the investments made. Most of the African Order provinces work simultaneously on financial sustainability concepts as part of their vocational training strategies.

By making improvements to financial management and introducing the idea of entrepreneurship, schools are equipped to make better financial plans and also to introduce production units gradually. The introduction of modern training fields not only boosts the appeal of vocational training, but also improves job opportunities for the young people on a lasting basis. Higher student numbers means more student fees, even if these fees are comparatively low due to target groups being from poor population groups.

Long-term, greater advocacy and lobbying work will make a valuable contribution. It is expected that governments will be more financially involved in vocational training. Business partnerships form another pillar for financing vocational training sustainably as part of the global programme.

Social

Strengthening Salesian vocational training and their facilities also strengthens the local target groups, and the fabric of society around them. SDB facilities are like a second home to the young people, where they experience a sense of belonging. All parties taking an active role (young people, parents and government offices) in different areas of the modules will strengthen cohesion and involve the interests of the communities. The Salesians' comprehensive, preventative teaching approach is also essential for social sustainability. Not only do the students and trainees learn technical skills, they also learn values and soft skills such as respect, responsibility, solidarity and an ability to deal with conflict. Equipped with these abilities, they will become mature and independent citizens who can contribute to the development of a fair society. Particularly in crisis countries, this is a vital factor, which can contribute to stability and resilience (in addition to the hard skills learned).

Ecological

In Module 4, Green TVET, an approach has been chosen that will anchor ecological issues in Sub-Saharan Africa for the first time – sustainably and broadly in Salesian facilities and beyond. Both the staff and the young people will receive training on relevant topics, and can therefore influence their direct environments. Integrating green technologies and practices will not only help to reduce costs (thus minimising dependency, particularly in crisis countries), but will also build new partnerships in order to strengthen the ecology question long-term. In turn, this opens up a huge market to be tapped into, which should have a financial impact on the centres.